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Joseph Needham's *Science and Civilization in China* is one of the landmarks of twentieth century British scholarship. In "Bookends", Jon Turney discusses with **FRANCESCA BRAY** her new volume on Chinese agriculture and the daunting task of taking up where Needham left off (page 12)

How much do **POLYS** really cost? Karen Gold breaks down the latest set of figures (page 10)

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Interview with Peter Brooke

English books

TIMES PAST — THE TIMES

HIGHER EDUCATION SUPPLEMENT
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The other Britain

The world of higher education – its institutions, its teachers, its students – is firmly fixed in the comfortable Britain contrasted by the Bishop of Liverpool, Dr David Sheppard in last week's Dimbleby lecture with the other Britain of poverty and unemployment. Higher education is about success, achievement, getting out (and up); the inhabitants of David Sheppard's Britain know only failure, frustration, staying (or being left) behind.

Universities, polytechnics and colleges are even further removed, infinitely remote some might say, from the lives and experiences of what Professor Ralf Dahrendorf, the director of the London School of Economics, called the underclass in his Barnett lecture at Toynbee Hall in London's east end last month. The alarming fact that five, ten or even 15 per cent of our fellow citizens have been decisively disenfranchised, their lives disfigured, has had the most limited impact on higher education.

This gathering social crisis is observed only as an external ideological phenomenon in which (some) individuals within universities and polytechnics may be intellectually or politically engaged but from which their institutions stand aloof or as a growing security problem because by an irony of history many of them have been set down in the very streets and districts in which David Sheppard's other Britain, and its most decisively disadvantaged component Ralf Dahrendorf's underclass, struggle to live their lives.

What is both alarming and depressing is that the gap between the world of higher education and the lives of the poorest members of our society seems to have grown wider rather than narrowed despite the great expansion of the last generation. In the 1980s higher education seems to have a much slighter sense of social responsibility than it did 20 years ago, and during the same period the success and growing insensitivity of the majority have cast the comparative failure of the minority into deeper and deeper shadow.

For a while it hardly seemed to matter. After all higher education could not escape from its historical role as an instrument of modernization. So long as in the grim calculus of utilitarianism those who benefited from modernization visibly and substantially outnumbered those who suffered any expression of regret that threatened to become an effective measure could justly be labelled reactionary. Nor could higher education escape entirely from the traditional appeal and meaning it possessed for individuals, as an avenue of escape from the narrow limits of a perhaps philistine community for the best and brightest however arbitrarily and occasionally unfairly defined. Higher education has always been for those who, to adopt the political language of the 1980s, get on their bikes. Again so long as those who pedalled hopefully far outnumbered those who stayed behind it was difficult to regard objections as anything but sentimental.

Today it has become difficult to be so callously sure. The number and character of the excluded have changed in important ways that have not yet received proper attention. It is no longer possible to regard them as the social debris of beneficial modernization, an irreducibly residual minority to be cared for by the benevolent process of social welfare. The recurrence of mass unemployment has changed all the calculations. Not only has the raw number of those threatened by disenfranchising poverty increased substantially in the last four years, but the persistence of unemployment and its concentration in particular regions (like Merseyside) and in particular groups (like the young especially if they also happen to be black) have changed what could once be hopefully dismissed as a temporary setback for isolated individuals into a deep-rooted culture of disability that grips whole communities. And while the scale of this problem has increased and its character intensified, our communal generosity to contain it by the conventional instruments of social welfare has sharply declined.

On the other side the capacity of higher education to offer a creative response to this new social crisis, like the similar capacities of all the established institutions of comfortable Britain, has been limited. This limitation has taken several forms. Those whose sense of social responsibility has not diminished tend to see the issues that arise from higher education's responsibility in out-of-date terms. They use the language and categories of post-Victorian progress; they emphasize the need to increase working class participation in terms that were already familiar in the 1940s.

Yet it is more difficult today to believe that the simple expansion of higher education combined with the removal of a few of the more obvious blassing obstacles will lead cleanly to an increase in working class participation. Of course the pool of talent described by Robbins and many before and since still exists almost untouched. But the experiences of the late 1970s and 1980s, described by the Bishop of Liverpool in his Dimbleby lecture, may mean that this pool is now covered by a layer of ice which has made it even more difficult to tap.

Indeed the difficulty may be greater than even that. In his Barnett lecture Professor Dahrendorf made a clear distinction between the repressed class of yesterday and the underclass of today. The former was able to assert its rights in active struggle, in Britain by breaking windows and heads in most of Europe by organized revolution. It was full of energy and verve, quite able to get on its bike. The behaviour of Arthur Scargill and the miners today is entirely typical of this aggressive assertion.

An underclass is very different. It is not the carrier of the progressive ideas that liberate a nation; it is not struggling for enfranchisement in ways that enlarge the very term. Rather it is characterized by a lack of defining ideas and an inability to assert its claims with success, or at all. So its culture is a brew of racism and other inconclusive extremisms, of unfocused personal violence, of disenfranchising dependence, and of the frozen violence of alienation so clearly described by David Sheppard.

The silent majority in higher education has incoherently grasped this change in the character of the excluded. It feels uncomfortable – and even a little annoyed in the presence of that determined minority that still talks the language of increasing working class participation – unless it can be confined to the most harmless ritual. Instead it stakes its claims (and its projections of future student numbers) to the rising tide of participation by middle class girls, to the very occupational drift that leaves the poor and the unemployed further and further behind, to the growing involvement in continuing education to intensify the skills of the already highly skilled.

So the gap grows wider. A higher education system that is going further and further down the high tech road, that is sceptical of the moral need and the practical effectiveness of increasing working class participation, that is anxious to downgrade those intellectual skills developed by the social sciences that would help at least to analyse Britain's new social crisis, that has abandoned most attempts to reach out to ordinary people as patronizing relics of paternalism on the one hand; on the other a growing army of the excluded many without the obvious internal resources possessed by their parents and grandparents.

Higher education, and all comfortable Britain, faces a moral challenge. Do universities and polytechnics regard this new social crisis as a phenomenon to be combatted by better security sweetened by a little of the PR of community work? Or do they attempt to reinterpret for the 1980s the moral urgency felt by their Victorian ancestors a century ago. Toynbee Hall where Professor Dahrendorf gave his lecture in March is a monument to that moral urgency. Where and what will be the monuments to today's moral urgency in the face of as deep a crisis that can be celebrated a century from now? Or must the excluded put up for ever with, in Gandhi's phrase, "the hardheartedness of the educated"?

Setting polytechnics free

Next Monday is the deadline for comments on the Department of Education and Science's consultation paper on the best ways to allow polytechnics and other colleges greater financial freedom from their maintaining local authorities. If it seems that this consultation has caused almost no stir it is because that is what the DES has wanted from the start.

All along the nature of this initiative by the DES has been signalled clearly. It was to be a sharply circumscribed exercise aimed to encourage the polytechnics and colleges to behave more entrepreneurially by removing the most obvious disincentives rather than to upset the carefully arranged National Advisory Body apple cart by asking too penetrating questions about the underlying financial and administrative relationship between institution and authority. So the timetable for consultation was abbreviated and although granting polytechnics and colleges corporate status independent from their local authorities was included as one option the language of the DES paper left little doubt that it would favour a much more limited solution, enabling legislation to allow polytechnics and colleges to "trade" and keep any profit by amending the local government Acts.

The DES is clearly determined to live for the moment within the unwritten constraints established by the NAB compromise. Both ministers and civil servants would like local authorities to run their polytechnics on a longer and looser rein; but they are not prepared to upset their NAB partners by insisting that they do so. So the kind of root-and-branch solution favoured by Coopers and Lybrand in their recent report on Kingston Polytechnic is not regarded with favour. The DES got its fingers badly burnt in 1981 when it hatched its secret plan to hive off polytechnics from local government entirely. Through the medium of the NAB it has become a born-again convert to the benefits of national-education.

The DES is right in its assumption that now is not the time to raise in a fundamental form the tricky relationship between institutions and their authorities. But it is probably wrong in its assumed belief that changes in the rules will automatically lead to greater freedom for polytechnics. Enabling legislation does simply that – enable. It cannot lead to a change of heart where the tradition has been one of cautious restriction. Nor have the existing rules proved much of an obstacle when local authorities have connived at the entrepreneurial conduct of their polytechnics. On the other hand corporate status does not necessarily lead to greater freedom as the experience of the inner London polytechnics has shown.

Of course, if corporate status was the rule rather than an anomalous exception it might have a different and more substantial impact. But the main change can only come from a change of attitude not a change in the rules. Local authorities must learn to trust their polytechnics if they want to hang on to them. Their officers must learn to respect their opposite numbers in the administration of polytechnics as equals not treat them as subordinates to be instructed. In the best cases this happens already. But it must become standard practice. This shift in attitude, not root-and-branch schemes, from management consultants, will finally set the polytechnics free.

Laurie Taylor

(Broadcasts by OU face cuts – THES April 13)

Professor Millibaum – could we just that once again. *You* were absolu perfect but we had some problem lighting. *Right. Quiet everyone.* to "So what does it mean". *Rolling. And – cue.*

So what does it mean to say that exchangeable values of commodities social functions? Well, firstly . . .

Cut. Cut. Yes, very nice, professor particularly liked that nice colloq "well", but perhaps a little less oasis. Especially on the word "soci

But I have to emphasize that I'm just about to contrast it "natural", "Social functions and ural functions", and then move ov to the photograph of the workers.

Quite, quite. I think we're all little extra stress here and there. just that viewers in the early hou the morning might find the emphas little too pronounced if you actu achieve it by beating your fist dire against the microphone on your cl Only a small technical point. Alright

Well, if you . . .

Excellent. So back to "social fun tions".

Now social functions . . .

Wait for the cue.

Sorry.

Sound. Rolling. And – cue.

Now social functions have nothing to do with natural qualities. Oh no, they don't!

Good. On we go, professor. Not to colloquial. And don't stand still. Re member the script. Over to the photo graph. That's it. Just walk naturally. A little faster. Watch the table. No, don worry – it'll edit. *And – cue.*

In fact – according to one major thinker who can't be named without this owning being accused of bias – the concept social substance of all commodities is LABOUR.

Cut. The gesture was a teeny bit over the top, if I may say so, professor. By all means emphasize the significance of labour particularly when we have the nice picture of it, but it's slightly difficult to follow you with the one camera we've got if you raise both arms so high above your head. Both usable. On to the final take. We've got "Popular Culture" and "The Changing Experience of Women" to fit in before lunch. *Sound. Running. And – cue.*

So at last we may have a conclusion.

Good. Good. Move forward to the camera.

A definite conclusion.

Slowly.

A commodity has a value . . .

Don't bang the microphone. Keep walking.

Because it is . . .

That's right. Slight pause. *And – cue*

A crystallization of social labour.

Now turn to your left. That's it. Nice and slow. Pick up the packet. Hold it up. Higher! Smile. Broader! *And – cue.*

And always remember . . .

Slight knowing nod of the head. Perfect. My word, who ever said the OU was not adaptable. *And – cut.*

Sudzo Automatic Washer Clean-ly Clean.

And . . . cut.

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Universities reply to the Great Debate, 10–11

Government threatens tenure law

by John O'Leary

Mr Peter Brooke, under secretary for higher education, has threatened to introduce legislation on tenure if no further progress is made by the universities towards its reform.

He told *The THES* in an interview last week he had come to the conclusion that it was unreasonable to expect the universities to make such a fundamental change themselves. The Government would not intervene until every other avenue had been explored but, if all else failed, legislation would have to be considered.

The natural time for such a decision would come next year when ministers make final judgments on higher education policy in the wake of the current "great debate", Mr Brooke said. Civil servants have already done preliminary work on possible approaches.

"It might appear that this area has gone quiet in the last year, but I can assure you that the Government has not lost sight of the problem," said Mr Brooke. He added that he accepted the need for academic freedom to be protected but could not let tenure be used as a defence against incompetence or insolvency. The Employment Acts offered sufficient protection in these cases.

The only university to have taken action to the point of inserting a redundancy clause into the contracts of all new staff is Reading. It is now estimated that lecturers in approximately half the universities have tenure.

The vice chancellors' view is that retroactive legislation would probably not get through the House of Commons and certainly not the Lords. If it only referred to new staff, it would have no significant effect, for 10 to 20 years, as universities would not want to dismiss their "new blood" staff.

Legislation would also undermine attempts to introduce reforms such as more short-term appointments, longer probation periods, and tenure given at a much later stage.

Ms Diana Warwick, general secretary of the Association of University Teachers, said: "I find the minister's conclusion very depressing. Although I am pleased that he has said unequivocally that the Government will not be taking action at this stage, the AUT will continue to argue that tenure is needed to protect academic freedom."

Mr Brooke attaches increasing importance to the issue because he expects further rationalization to be necessary on both sides of the binary line by the end of the decade. Despite a succession of predictions to the contrary by the Royal Statistical Society and organizations within higher education, he still foresees a decline in student numbers during the 1990s.

While accepting criticisms of the methodology used by the Department of Education and Science in producing projections last year, he described the statisticians' conclusion that demand would rise throughout the remainder of the century as "a quantum leap in logic".

He said he expected lower numbers to necessitate a rationalization involving closures of departments and possibly whole institutions. If so, ministers would take an active role in choosing the victims.

Mr Brooke hopes that the Government will be ready to publish a Green Paper on higher education policy, including definitive projections of the size of the system for the remainder of the century, by the end of they year or early in 1985. A further round of consultation would follow, leading to final decisions within 18 months.

Full interview, page 13

Mr Harrington is protected by police (above) after a confrontation with students SIMON GROSSET

Students defy judge over NF member

Violence flared at the Polytechnic of North London this week as students defied a High Court order and prevented student National Front member Patrick Harrington from attending his first lecture of the term.

The interim injunction granted by Judge Popperwell instructed named student Stephen Phillips, on behalf of himself and others who had previously taken part in pickets organized by the Socialist Worker Student Society, to refrain from molesting Mr Harrington or from denying him access to the polytechnic.

Mr Harrington handed a copy of the injunction to picketing students when he arrived at the college's Kentish Town site where he is enrolled on a philosophy course. They tore it up in his face and refused to allow him into the building. Violence broke out as a student tried to stop a colleague of Mr Harrington's from photographing the pickets.

There was further violence following the arrival of a new batch of police who arrested four students. Following appeals from lecturers who had taken part in the demonstration the students were released without charges being pressed.

Patrick Harrington described the behaviour of the protestors as "much as expected" and added that "the law is my support." He now intends to seek an emergency hearing of the court in order to obtain an enforcement order.

Scots strike threat over split offer

by Olga Wojtas
Scottish Correspondent

Scottish lecturers are today warning management in their pay talks that they will take industrial action if a differential pay offer is made. At the last meeting of the Scottish Joint Negotiating Committee, management informally offered 4½ per cent to staff in local authority further education colleges but only 3 per cent to staff in central institutions and colleges of education.

Mr George Livingstone, chairman of the Association of Lecturers in Colleges of Education in Scotland has attacked the differential offer as "a calculated insult"and both ALCES and the Association of Lecturers in Scottish Central Institutions are poised to impose sanctions, if the offer is not increased.

The informal offer was dependent on the central colleges accepting 3 per cent, but a ballot of further education lecturers in the Educational Institute of Scotland has revealed 90 per cent in favour of accepting 4½ per cent.

Meanwhile in England and Wales the way the recent round of lecturers' pay negotiations was conducted has caused bitterness among the organizations represented on the Burnham further education panel.

Other groups say the provisional settlement of 4 per cent plus £330 was forced through by the National Association of Teachers in Further and Higher Education team despite protests from the other unions and from within its own ranks.

The other unions, which had been prepared to accept the offer of 4.5 per cent for everybody, are considering options, ranging from dissociation with the settlement to asking for a review of present negotiating arrangements.

Dr Tony Pointon of the Association of Polytechnic Teachers, said the teachers panel had been out-manoeuvred by management and that the

continued on page 3

Financially embarrassed CNAA cuts registration fees

by Karen Gold

The Council for National Academic Awards is to cut its student registration fee by 8 per cent after discovering it has made a record "profit" for the second year running.

Its surplus of income over expenditure for the academic year 1982/83 was around £2.3m, compared with a £2m surplus in the previous year. Virtually all that income comes from the fees paid by students on registering at polytechnics and colleges for a CNAA-validated course.

The fee of £75 was due to be frozen until the end of the next academic year, 1984/85 at least. But with such an embarrassingly healthy cash flow, the council has decided to cut the fee to £69 for students registering from this autumn.

Even that will only just stem the flow of funds. The major cause of the increase is the annual large jumps in the number of public sector students in the years following the universities' decision to cut their places, and the consequent increase in the number of fees paid.

The council has also benefited from overestimating the rate of inflation and the size of pay increase, and from a strong investment portfolio. Its reserves have also reached record levels, going from more than £5m last year to well over £7m this year.

The size of the reserves led to a tense discussions at the last council meeting about whether CNAA activities – which have been relatively static in recent years – should be expanded with the funds available. Members of the council around that the money should be spent to the benefit of public sector higher education, through research and capital projects.

The matter is to be raised at the council's next full meeting in July.

Scientists called to Downing St

by Paul Flather

Mrs Margaret Thatcher, the Prime Minister, called a private meeting of top science policy advisers and officials at Downing Street yesterday to discuss, among other matters, the future funding of science research and reforms of how science is organized.

Details have been kept highly secret, with participants even trying to deny the existence of the meeting. But it is understood the Prime Minister is keen to hear exactly what major concerns and requests scientists have before next year's science budget is fixed in the annual expenditure round.

At the meeting were Professor John Kingman, chairman of the Science and Engineering Research Council, also chairman of the Heads of Research Councils committee, Sir David Phillips, chairman of the Advisory Board for the Research Councils, Dr Robin Nicholson, chief scientist to the Cabinet Office, Mr Peter Brooke, under secretary for higher education, and Mr David Hancock, permanent secretary at the Department of Education and Science.

A key issue was to try and unscramble the crossed wires that seem to have followed last September's highly public "science seminar", hosted at Lancaster House by the Prime Minister, which left many scientists believing they had now won Mrs Thatcher's personal backing for more research fundings.

The Prime Minister never meant to imply more money would be there for the taking. She does however accept that the total £3.8 billion Whitehall research and development budget may not be being spent in the best way.

She was expected to reaffirm her view that if the case for increasing the science vote was well made, then the total research and development budget could well be altered. She was also expected to tell the group she is keen to pursue reforms in the way science is organized and funded.

Professor Kingman and Sir David were expected to raise the question of how much more money is needed if Britain is to continue its participation in CERN, the European Nuclear Research Centre. Mrs Thatcher is not convinced about the value of Britain's continued involvement.

A new document, *Scientific Opportunities*, for this year's science budget has just been prepared by the ABRC, and Sir David and Professor Kingman, backed by Mr Brooke and Mr Hancock, were expected to tell the Prime Minister through the report.

letters to the editor

A question of U and non-U

Sir, – Your editorial on "A non-U research policy" (*THES*, April 20), ignores one element – that of the relationship between introducing new subjects into the curriculum of colleges and the research necessary to teach them effectively.

In my own area of brodcast journalism I can think of research that would not appear in any census you might undertake or encourage: sabbatical study leave that is never listed but produces work of the calibre of Paddy Scannell and Dave Cardiff, in the Poly of Central London, mainly published in Open University set texts. They teach the BA media studies and I am sure their research has contributed to the calibre of the teaching they are able to produce.

While polytechnics can allocate sabbatical years off from teaching, those in colleges are rarely so fortunate, although Inner London Education Authority did allow one term for me to study the origin of the BBC's radio news department. My doctoral research in journalism education in Britain between 1880 and 1970 attracted no remission from teaching and was done in my own time. This research was done while teaching full-time at this college, yet – in any proposed census – that research was "undertaken" at City University journalism department, to whom it would most likely be "credited". As yet, though, none of the two university-based journalism departments support any full-time research staff in journalism. Ironically, most of the research of *that* kind is being undertaken in colleges where such teaching takes place. Such colleges take it as natural that they participate in evening teaching, something that Ms Tamara Eisenschitz, of City University, regarded with horror in your April 13 issue, unaware, one presumes, of such beasts as "evening degrees" which King's College London, used to offer at one time.

Yours,
FRED HUNTER,
Department of journalism,
London College of Printing.

Sir, – Presumably you will follow your "non-U research policy" leading article with one titled "A U teaching policy". It is interesting that the activity which seems to cause either side of the binary line most problems, is the traditional strength of the other.

Inasmuch as the criticism of university teaching reported in *The THES* and recently in the wider media, is a structural rather than an individual problem, it has significance for the public sector and is too fundamental to be lightly brushed aside. It is likely that some, if not all, of the criticism is a direct consequence of undergraduate education being undertaken by "research" institutions, where the valued activity and staff interest and expertise is research and not teaching. Generations of undergraduates have experienced this problem and it only has extra significance now because an alternative exists.

Neither sector can dismiss a professional approach to higher education as no more than the possession of lecturing skills and the piecemeal and superficial provision of induction and other short courses would not be accepted as a foundation for other professions.

There seems to me to be two important implications for public sector research policy in the criticism of university teaching. The first is that it completely undermines any belief in a direct link between subject expertise and teaching ability. The second is that no system requiring the effectiveness of two distinct activities, will function properly if only one is valued.

From an institutional point of view, the sensible research policy you are asking for implies, I think, an integrated research and teaching policy. Such a policy must provide a proper basis for research and teaching and allow them to function in their own right and interrelate where necessary. It will have to acknowledge the different qualities, expertise and parallel career opportunities required for staff engaged in either teaching or research and not allow one activity to distort the other. The polytechnics have had large reserves of teaching commitment to draw on while building up their research programmes. Their mix of teaching and research staff should make them internally well placed to establish properly integrated research and teaching policies.

Yours faithfully,
B. E. RICHES,
School of electronic and electrical engineering,
Leicester Polytechnic.

Dangers of divisive talk

Sir, – Is Owen Chadwick crying for the moon when he argues that the division between arts and science is an illusion? (*THES*, April 20). In one sense your plea for the "quiet humanities" rightly redresses the balance of recent debate. But Sir Owen's point is surely that all such divisive talk – arts-science, technology-humanities – is dangerous. If that is so, your leader regrettably only perpetuates the division.

The argument of your second paragraph is even weaker: policy makers are intimidated by an array of acronyms, therefore let the humanities have a research council, with its appropriate acronym too. HRC (Humanities Research Council) would be only one set of letters – and no more impressive than SSRC and probably no more intimidating. If the humanities are to have a research council, let it be because it will aid and promote research excellence. Such proposals must be careful of falling to the opposite fallacy to that exposed by Sir Owen, namely that the academic enterprise is the same across the whole spectrum of studies. If (and it is a big if) size of research income is a proper mark of research achievement in the sciences, then let that be applied to the humanities as well, it seems to be argued.

I refuse to believe that my work in local archives is intrinsically less valuable then that of a colleague who has to travel to another country, because it costs less; or that the contributions of my colleagues in philosophy, because relatively inexpensive to fund, are to be less highly regarded than colleagues whose work generates high expenditure? Let it be recognized then that different enterprises need to be differently assessed – and let that recognition be followed through into the way in which institutions with different spreads of subjects are both regarded and treated.

Yours faithfully,
J. H. Y. BRIGGS,
Senior lecturer in history,
University of Keele.

Sir, – While Professor Chadwick's defence of the humanities will probably be the first of many which are necessary in an age which is becoming increasingly philistine (he will probably tell me that the Philistines were a very cultured people) it will also be one of the most important. Of course, the writer's standing as president of the British Academy gives it some weight, but it is, in its own right, well-argued and cogent.

The limits of tradition and the English language make it difficult, however, for him to argue against Snow without falling into the categorization which led to Snow. He seems to take it for granted that linguists are to be placed in the "arts" category, and that a "common cultural inheritance" involves only what have been regarded as "arts" subjects. However wide that cultural inheritance may be, in whatever country, it encompasses much more than that which has traditionally been associated with the arts.

In Germany, it goes from sauerkraut and Grimm, from the battleship Bismarck and Goethe to Beethoven and Brand, with a slight unfortunate involvement with Schickelgruber. In France, it is La Fontaine, Descartes, Racine, Coq au vin, Pétain, Pépé le Moko, De Gaulle, oeufs à la neige, Edith Piaf, Chablis, Georges Brassens, Claude Cheysson . . . and a lot more. The language of these countries can be identified with these cultures. Languages ARE cultures. Thus, a true linguist – an almost bilingual or trilingual person, crosses these cultures, and, in doing so, obliterates the boundaries between them, as Monnet and Schumann, the architects of the European Community wished them to be destroyed.

We "grow" in a society which becomes more European every day, and our children will need more than a part-knowledge of at least one other language", as my old master recognizes later in his article, to play their part in that society. They will need, not to be da Vincis, perhaps; that is no longer possible, but to be complete human beings, with a wide understanding of life. This will not come about until at least one other European language is used as a teaching-medium in our schools for all subjects, including those that have previously been called the "sciences". I hope that Owen Chadwick's excellent article will have moved Sir Keith a little further in that direction, though I doubt whether the Secretary of State is thinking of that kind of investment.

Yours sincerely,
JOHN ADAMS,
Principal lecturer,
Huddersfield Polytechnic,
Press officer,
Yorks Regional Society of the Institute of Linguists.

Sir, – In "Looking beyond two cultures" Professor Owen Chadwick writes: "Late in his life Charles Darwin had no patience with poetry. Nothing could prove that this decline of poetic sensibility in the mature man had anything whatever to do with the concentration of his mental powers upon experimental observation of worms or fantail pigeons." While nothing could *prove* that the poetic decline had anything to do with his scientific work, Darwin himself was convinced that there was a connexion. Darwin wrote in his *Autobiography*: "Up to the age of 30 . . . poetry . . . gave me great pleasure. I have also said that pictures gave me considerable, and music very great delight. But now for many years I cannot endure to read a line of poetry . . . I have also lost my taste for pictures and music . . . My mind seems to have become a kind of machine for grinding general laws out of large collections of facts, but why this should have caused the atrophy of that part of the brain alone, on which the higher tastes depend, I cannot conceive . . ."

Similarly, in his *Autobiography*, J. S. Mill wrote: "I now [1826] saw, or thought I saw, what I had always before received with incredulity – that the habit of analysis has a tendency to wear away the feelings: as indeed it has, when no other mental habit is cultivated, and the analysing spirit remains without its natural complents and correctives." (Both quotations taken from M. Roberts, *The Modern Mind*, 1937, pp 161, 165).

Presumably the truth in these observations was the basis for W. R. Lethaby's view that "although a certain amount of differentiation is found in university courses for those who are to follow medicine, law, and the like, men who are to practise arts, as painters, sculptors, musicians, builders, are not likely to go through such a course without injury to their force and productive gifts." (*Form and Civilization*, 1922, p 140.) A more recent piece of anecdotal evidence is from Dr Robin Middleton, librarian, Cambridge University architecture department, who trained as an architect. He states that after turning to historical research and pure scholarship "everything took on a literary, academic aspect which dulled my visual responses." (*RIBA Journal* July 1976, p 287).

On this basis it would be possible to take issues with Professor Chadwick's assertion that no one could infer that a historian's decline in sensibility, of the kind experienced by Darwin, was anything to do with his concentration of mind on historical research. Certainly, there would seem to be a *prima facie* case that Darwin's "loss of the higher aesthetic tastes", as he described it, *was* caused by his concentration on analytical scientific work.

Yours faithfully,
H. C. S. FERGUSON,
54 Terregles Avenue,
Pollokshields,
Glasgow.

Letters for publication should arrive by Tuesday morning. They should be as short as possible and written on one side of the paper. The editor reserves the right to cut or amend them if necessary.

Criticism of CUA report

Sir, – I was very disappointed to see the editor's criticism of the Conference of University Administrators (*THES*, April 13). It makes me wonder whether the lavish praise heaped on the organization in the editorial of April 1 1983 might have been a joke after all. Barely 12 months later he refers to CUA meetings retreating from a "sharp policy edge and becoming instead a [illegible] training workshop".

Perhaps the Editor has misunderstood not only the purpose of CUA but also they way in which it achieves its aims. CUA exists to further the development of sound methods of university administration, and its annual conference, as well as the numerous training courses it organizes, serves further that aim. A preliminary examination of the participants' assessments of the various sessions at this year's conference suggests that a good deal has been offered and learnt about administrative techniques and policies, to the benefit of the system as a whole. I make no apology for the learning process conducted through the medium of the annual conference which has never been intended as a forum for political debate but rather as a place where ideas for the improvement of administrative standards can be engendered and, of course, informal contacts made and continued.

And CUA functions for the remaining 51 weeks of the year outside the annual conference, as the last few months have seen. Its study tour of China and the subsequent publication on *University Administration in China* broke new ground. A working group on resource allocation in universities has recently reported and published its findings in conjunction with the Society for Research in Higher Education. A further publication *The Modern Electronic Office* has fast become a standard text.

Yet CUA cannot justifiably be accused of losing its cutting edge. While not basically a political caucus it must be one of the very few organizations (if not the only one) whose evidence to the University Grants Committee inquiry on the strategy for higher education into the 1990s has been publicly welcomed by the chairman of the UGC.

Were there more organizations dedicated to improving standards within higher education in, for example, teaching and research, to name but two, the system might not be undertaking attack that it is today.

CUA started and has continued as a proponent of quality in university administration. It is only from a base of quality that political and policy judgments and contributions can be made and CUA will not miss such an opportunity when the decision demands it. It will also continue to strive to improve standards on all fronts of university administration.

M. A. HIGGINS, Chairman,
Conference of University Administrators.

Geology needs

Sir, – The advertisement columns for academic posts in universities and polytechnics over the past few weeks provide evidence of nonsensical developments in UK higher education in the sciences.

I have been looking at job advertisments particularly to see how this year's "new blood" lottery has turned out in my own subject area of geology. The most widespread problem in university geology, as in other science subjects, is that early retirements and other resignations have left some departments (though not my own) without adequate cover in basic areas of teaching and research. The new blood scheme is not primarily designed to address itself to this basic problem, of course. It ends up this year giving us awards in the likes of satellite geodesy, groundwater pollution, chemical oceanography; all worthy subjects but far removed from the main need if we are to maintain a balanced coverage of geology in university teaching and research. Nor will posts in such areas "ameliorate severely restricted recruiting prospects" (UGC letter of July 26 1983 outlining the new blood scheme) for the very large number of outstanding graduate students being produced in the mainstream of geological science, the best of whom the university sector can ill afford to lose. We can safely anticipate that some of the esoteric topics now being funded will attract very small fields of applicants.

Is there any rationale behind the awards? Somehow I doubt it. Consider, for example, the award of lectureships in chemical oceanography to a geology department, and in geophysical fluid dynamics with possible research interests in dynamic oceanography to a school of mathematics and physics, at the very time when the UGC is reviewing the position of oceanography in UK universities, apparently aiming to concentrate academic developments in fewer university departments!

Finally, I note from the advertisement columns that while the universities are having to engage in the unseemly scramble for new blood appointments, a polytechnic is currently advertising four newly-created professorial posts, in chemistry, biology, maths and statistics, and physics and astronomy. These, we are informed, "arise from the continuing academic development programme of the polytechnic and the establishment of a faculty of science". Very good news for the polytechnic concerned, of course, but perhaps symptomatic of an inability at national level to think sensibly about science provision in higher education.

M. BROOKS,
Department of geology,
University of [illegible], London.

Atom renamed

Sir, – Frank Close's explanation of the exotic language of physics (*THES*, April 13) was informative and entertaining. However, he mysteriously did not explain the etymology of the word *atom*, despite the fact that this word is much more basic than most of the terms which he did explain, so basic that he could not avoid using it in his article. This was a surprising omission for the word atom (= indivisible) is the most delightful oxymoron that the physicists have ever invented.

Contrary to Close's hope that "future deepened understanding would enable physicists to choose more suitable names", this proven misnomer has stuck, and such utterly illogical expressions as "atom smashers" (= fragments of the unbreakable) and "subatomic particles" (= fragments of the infrangible) are nowadays commonplace, but nobody seems to be concerned.

Is 1984 not the right time that the misnamed "atom" be renamed?

T. S. HARRIS,
[illegible], London.

ESRC in radical plan for future

by Paul Flather

A radical new plan to direct future social science research over the next five years around the theme "change in Britain" is being developed inside the Economic and Social Research Council.

The plan would account for £411,000, about one third of all the council's uncommitted funds, in its first year in 1985/86, rising to twice that in each of the two following years.

It is the brainchild of Sir Douglas Hague, the ESRC chairman, who believes the council must play its part in assisting the British economic recovery by tackling the most intractable problems being caused by rapid change.

He believes British society has changed greatly in the past 30 years, and is likely to be very different again in 30 years time. The 1950s and 1960s appear to have been the golden age. Now, he believes, it is increasingly difficult to discentangle recent changes from current changes.

The theme would involve setting the context, with analysis of what is wrong with modern Britain, followed by prescriptions of what needs to be done and how in a country where he says traditions and instincts are settled to the point of inertia.

If accepted by the council, the plan would form the basis of the ESRC budget proposal for 1985/86 and submitted to the Advisory Board for the Research Councils for approval. Sir Douglas also plans to pursue the theme at the two-day July council meeting by inviting the six main committee chairmen to give papers linking change and their own research programmes.

While the idea has many intellectual attractions, it could well fuel concern over the increasingly centralist style of the council. It would mark the climax of a gradual shift away from the "responsive style" of council adopted in 1965, begun with the creation of a research initiatives board in 1975.

In many ways it embodies exactly the kind of fears expressed by critics during the controversy two years ago when the council's 13 separate subject committees were reformed into six main multi-disciplinary standing committees.

Sir Douglas however believes that he has found a theme which will bring out the best kind of fusion in a range of disciplines. He admits it will mean a drop in the number of research grants on offer, but postgraduate training already down sharply since 1979, will be protected.

The theme will involve studies of changes in the labour market, new trends in public expenditure policy, the impact of information technology, management and efficiency in the public sector, the informal or "black" economy, and the "new geography" of Britain which has shifted from a Liverpool-London axis to a Norwich-Bristol one.

While the most obvious changes are economic and technological, Sir Douglas strongly believes his council must call on anthropologists, sociologists, political scientists, and others to give their analysis of issues such as race conflict, crime and new marriage patterns.

If an understanding of current change is to be provided – and he thinks it is essential – substantial proportion of the analysis must come from the disparate groups united under the banner of the council, he says.

In this way the British recovery can be aided, competitiveness improved, the lessons of British industry drawn out, and the population equipped with the necessary skills to ensure the success of the information technology revolution.

Chartered secretaries attack BTEC quality control

Business and technician higher level courses came under heavy criticism this week from chartered secretaries who want them to be included in the Government's recently set up quality and validation inquiry.

The Institute of Chartered Secretaries and Administrators says in its response to the Business and Technician Education Council's educational policy document that it is seriously concerned about the present arrangements for the quality control of courses and would welcome as a frank and open debate.

"The institute cannot accept the statement that they are on the wole working well. It is our view that the current arrangements for quality control are unsatisfactory, and it is understood that there is similar concern among other bodies including accounting and banking," the ICSA says.

The ICSA says it can speak with authority because of its experience as a leading major professional body to express support for BTEC in a practical way by accepting its courses and qualification for entry and exemptions.

It adds that if a BTEC qualification is to serve as a passport to professional and other higher education awards, it is dependent on favourable exemption policies.

"These in turn are dependent upon a credible assessment and validation programme. At present BTEC's assessment, validation and moderation procedures do not, in the institute's experience, ensure that credibility," the ICSA says.

The institute argues too that "work related education" should not be interpreted solely in relation to skills learning. This it stresses is too narrow for professional bodies and may be one of the reasons why the transfer of BTEC higher national awards students to professional courses gives rise to a relatively high failure rate of former BTEC students in the ICSA examinations.

"The emphasis on job related skills that is currently required has probably gone, too far. There may now be a danger of losing the benefits which accrue from the provision of a broader based business education."

Moreover it adds that is questionable whether under present arrangements BTEC can effectively reconcile the three main objectives of work related education to specific local and national requirements, acceptance by educational institutions for higher academic courses and recognition by professional bodies in realistic course structures.

Mr David Mitchell, director of education for BTEC, says it is contrary to the consultation exercise for the council to enter in any argument with a specific body, but that frank views were welcomed.

"However I must say that we have had a very wide range of views, some containing praise and a few criticisms, and that the ICSA views are not generally represented in the responses," he said.

Farming research 'dangerously poised'

The new House of Commons Agricultural Committee has reacted angrily to the Government's tardy response to an earlier Commons report on agricultural research and development.

The MPs whose reply, released this week, says the Government's rejection of a major reorganization of agricultural research leaves national strategy "dangerously poised between many pinnacles of bureaucracy that constitute the existing system".

And the new committee says the proposed new priorities board for food and farming research will not have the power to implement a new strategy.

The MPs also express extreme disquiet at the nine month gap between information of the new Parliament after last year's general election and an official response to the report of the previous Parliament's committee on agriculture. They say this lag is totally unacceptable and the minister should ensure no such gap occurs again.

The new committee goes on to reject the Government's "argument that a new, central research authority, as recommended in the earlier report, would take agriculture out of the dual support system for research council and university research. They say there is no reason why any new organization need lose support from the Department of Education and Science through the science budget, as enjoyed by the Agriculture and Food Research Council."

First Report from the Agriculture Committee House of Commons Session 1983-84: House of Commons 381. HMSO. £2.70.

Paisley gets a partial reprieve

by Olga Wojtas
Scottish Correspondent

The Government has made a partial U-turn on its original proposal to axe Paisley College's two social studies degrees.

The Scottish Education Department has confirmed that the social science degree is to be cut, but has increased student numbers and options in the college's applied social studies degree.

Last session's joint intake to the courses was 100, but the SED has increased the applied social studies intake to 90 and added a new option in "technology and society" to its present options in social administration and social work.

The college will lose six posts in the social sciences and the resources will be transferred to technological subjects. It has said there will be no redundancies and that posts will be transferred through early retirement, retraining or redeployment.

The move to axe the degrees in March 1983 was seen very much as a personal decision by Mr Alex Fletcher, the then Scottish Office minister for industry and education. The college was told by the SED to freeze the vacant headship of the applied social studies department only three days before interviews for the post were due to be held.

It is not yet clear what will happen to the post, but there is speculation that it may be filled by Professor John Foster, head of the politics and sociology department, which runs the social science degree.

There has also been speculation that Professor Foster's membership of the Communist Party was one of the factors leading to Mr Fletcher's attack. The Government said it wished Paisley to concentrate on technological disciplines, but Paisley's governors and academic board have consistently argued that there must be some input from the social sciences to provide balance.

Mr Jack Dale, secretary of the Association of Lecturers in Scottish Central Institutions, said the substantial retreat by the SED confirmed that "Alex Fletcher's ill-judged, rash and prejudiced move was taken without consultation.

But he added that the association was angered by the delay in the SED's decision. "Fletcher announced his mad scheme on March 31, but the SED had no formal communication with us until December 31. Now it has dragged on for another four months, with staff very unhappy and alarmed."

Paisley has also been publicly embarrassed because until now it had been unable to accept students in applied social studies for next session. There had been more than 500 applications, said Mr Dale.

What had happened was a dangerous precedent for unplanned intervention in higher education by Scottish Office ministers, he said. "It reinforces the need for a publicly accountable body to coordinate further and higher education in Scotland and monitor the actions of SED ministers."

One group of students which isn't worried about the imminence of summer exams is at Gerry Cottle's Circus School.

Gerry set up the school earlier this year to train potential performers in the circus arts. He hopes it will be recognized by the Department of Education and Science so that his students can receive grants.

In the meantime Gerry is funding the school himself by providing the students with purpose-built caravans as well as a wage of £60 a week. But they do have to earn their living by taking part in the daily circus performances.

Scots strike threat

continued from front page

Natfhe negotiators spent much of the day arguing among themselves. "There will be a lot of sick people about this."

Mr Harold Farnsworth of the Association of Principals of Colleges intervened during the full Burnham committee meeting to accuse the Natfhe spokesman of misrepresenting the views of the teachers panel.

Mr Robert Gallon of the National Society for Art Education said the way the Natfhe team had steamrollered its way through had given great offence to many people. The NSAE now plans to ostracize Natfhe socially and in business matters.

Mr David Tranter of the Association of Agricultural Education Staffs said his association was considering asking the Secretary of State to revise the old Burnham farm institute panel.

David Triesman, leader of the Natfhe teachers' panel, admitted the debate had been sharp but added: "That does not necessarily amount to a major disruption."

Bank backs new course

The Open University has negotiated a £240,000 loan with Barclays Bank to produce a new course designed to help people starting up in business.

Under the terms of the loan Barclays will receive 20 per cent of all fee income in repayment. Any surplus revenue will be treated as a royalty payment in lieu of interest.

The new course, Start Up Your Own Business, is being prepared by the OU's Open Business School and will cost £350. Its first presentation will be in January next year.

The loan will be used to finance course material and pay other initial costs. Students will receive cassettes, video tapes and literature to undertake their studies. The OU's tutorial service will also be used to support distance learning. To complete the course students will be required to make a presentation of their business plans to a panel of experts.

Wales TUC intervenes in Gwent

by David Jobbins

The Wales TUC has stepped into the rapidly escalating dispute between the college lecturers union and a Labour-controlled education authority over an attempt to impose heavier teaching loads.

It intervened after Gwent County Council late last week decided to advertise for lecturers to fill "vacancies" caused by the refusal of the vast majority of the county's 400 lecturers on the lowest salary grades to teach for one or two hours more a week.

Informal talks without preconditions were due by today between the National Association of Teachers in Further and Higher Education and *leading county councillors in an effort to halt the plan to advertise the posts.* The *authority has given notice of* termination of existing contracts and offered reengagement from September 1 on the new terms. It will not say how many have accepted, but the union suggests it is about 60, largely non union or members of other teacher associations.

Gwent wants to increase the class contact hours to a maximum permitted under a national agreement to save some £400,000 a year without impairing its further education service.

But Natfhe says that heavier teaching loads will do that anyway and is angered by the authority's decision to impose them.

Its president, Mr Cecil Robinson, described the decision to advertise the posts as "provocative" and warned the authority that it was wrong to regard the union's members "as a load of softies".

"There are some very determined trade unionists there," he said. This week there were calls from within the union for immediate strike action if the posts were advertised but this was successfully resisted on tactical grounds by union leaders.

If the advertisements are placed, Natfhe will ask the local government union, Nalgo, not to handle any applications and would instruct its own members in senior positions in the colleges to refuse to handle applications and to take part in interviews.

Mr Don Dale-Jones, Natfhe's regional official in Wales, said: "There is no way that Gwent can get away with advertising posts and bringing in scabs."

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DON'S DIARY

FRIDAY

We deliver my daughter to school and then my husband drops me at the station. There's been a last minute panic because the hinge on my case broke so I had to transfer everything to another case – the stitching of which is coming to pieces. Maybe I'll buy some new luggage in Hongkong!

It's the first time I've used the tube to Heathrow – it's very efficient. I was there by 10.30. My companions eventually arrive at 11.40 and we got to the desk just about the final check-in time of 12.00.

Our 1.30 flight finally left at 3pm and after a very bumpy take off I started to believe the story of "fog over London". Read, chatted, ate until 9pm (12.15 local time) when we arrived in Abu Dhabi.

SATURDAY

The stopover was just about an hour. Back on the plane with a new crew we were served drinks. I felt as though I could sleep when they announced they were serving a light meal. By the time we'd eaten it was 12.15 (5am approx local time). I tried to sleep but they put a film on, which I found distracting. Before I actually got to sleep the sun was rising (the passenger in front hadn't pulled his blind down and it shone in my eyes). So I watched a spectacular sunrise and gave up thoughts of sleep.

My case got lost at the baggage delivery but eventually turned up after I'd reported it missing. We *finally got to the hotel at about 1.30.*

SUNDAY

Woke at 2am and couldn't sleep: I got up and did some work until about 4am then went back to bed. Got up at 9.30 and went down for breakfast: Lem joined me and we went for a stroll around before meeting Jim, as arranged at 11.30.

We walked down to Star Ferry and crossed from Kowloon to Hongkong Island. Then we caught a bus out to Stanley, saw the beach and boats, etc then went for a quick drink. Met two British soldiers in the pub and then off round Stanley market. I bought dressing gowns for Roger and myself in silk and pyjamas and dressing gowns for both the children. I also managed to get three matching cases.

Lem and Jim turned in, but for some reason I'm still not feeling tired so I went out for a wander round. Bought some silk blouses and then had a Chinese meal and then back to the hotel. I phoned home and talked to the children: apparently my husband is ill.

Then up to Jim's room for a briefing meeting about the work for tomorrow. Really it's quite difficult to plan as we don't know how many students we'll get on the new course. There are 16 from the January course and they will have tutorials with Lem and I while Jim gives lectures to the new students. If there are more than about eight new students it will be a three-way split but if there are only eight Jim may be able to manage them on his own. Jim is going to the polytechnic to give the introductory lecture explaining the idea of independent study. Lem and I will do the tutorials in the hotel (we have to pay Hongkong Polytechnic if we use their rooms).

We are going to host a dinner for the staff involved in this joint venture. We decided we'd made it English food at our hotel and try for Tuesday, if not then Thursday.

MONDAY

At about midnight I decided I wasn't going to get to sleep so got up and wrote this diary so far . . . I'm still not tired and it's now one o'clock.

Worked off and on until 5.30 and then decided I really must try to get some sleep. I lay on the bed trying to sleep, without success but then must have dropped off because I was raised from a deep sleep by the breakfast delivery at 7.40. At 8am I called Lem, and discovered he'd had a Chinese breakfast around the corner. We met at reception and then headed for the pier to take junk ride round the harbour.

This afternoon I saw my first student. He should fit well at NELP, like almost every student there, he was late arriving. There was an artificial lull after the first one, but after an hour's respite I had three one hour tutorials consecutively. Finished seeing students at 9pm, after a quick wash (such clammy weather) it was up to Lem's room for a briefing. Jim and Lem were already sharing a bottle of whisky. After a brief discussion of the nine students we've seen today and the 18 possible who had turned up for the introductory session at the Hongkong Polytechnic we went out for late meal.

TUESDAY

An early student to see then I went for a stroll round before meeting Jim for lunch. No sign of Lem. Over lunch we discussed this afternoon's seminar: this is a new group of students who are paying their money to enrol on the pre course today. They were given an introductory lecture yesterday, by the end of today we should know how many students want to take the precourse which starts now and leads to the degree enrolment for 1985 (January) intake.

There were five students in my session this afternoon: Jim and Lem are running seminars this evening.

As soon as I'd finished the seminar it was back to the hotel for the next tutorial with a student from the January enrolment. After I'd waited ten minutes he phoned to say he couldn't make it, I suggested 6pm instead.

WEDNESDAY

We had intended not to work today to give students time to make changes to their proposal following their first interview. In the event this was a lucky decision because today is a bank holiday. I thought I might use my "rest day" to go to the New Territories but once I knew it was a holiday tho thought of crowds put me off. Instead we went over to Hongkong Island.

THURSDAY

I went for a walk this morning and bought one or two gifts. Had to change some more money (Hongkong is so cheap it ends up being expensive).

We had a business lunch entertaining the academic registrar and her assistant and the tutor responsible for liaison between NELP and the Hongkong Poly. After lunch we went down to the poly to talk to some potential students for future courses. Then back to the hotel for a briefing session comparing the position of the new students, and finally checking on the students who are in the final stages of their precourse.

SATURDAY

Mr Lo collected me at 9am and took me to the re-creation of a Sung Dynasty Village – fascinating. He gave me a very informative tour of the wax works showing the history of China. We also talked business – the comparability of qualifications, the chances of recruiting in Hongkong for the Diploma of Higher Education as well as the degree and I signed him up as a member of the International Society for Independent Study.

Back to the hotel after lunch, then packing. Two final tutorials finishing at 5.30pm, then we popped out for a quick drink before being driven to the airport at 6.30pm. A hectic, but enjoyable visit – I think we'll probably end up with about twelve students on the degree course in October, and possibly another five in January so I think a success from an educational and economic point of view.

Eunice Hinds

The author is a lecturer at North East London Polytechnic's School for Independent Study. She was in Hongkong for a week running the Precourse for the Degree by Independent Study.

Seven kinds of extra students

by John O'Leary

Officers at the Council for National Academic Awards have joined the growing band of organizations claiming that the Department of Education and Science has underestimated the likely demand for higher education in the 1990s.

They have written to the DES listing seven areas of demand they consider either to have been ignored or underestimated. And they cast doubt on the premise for the entire exercise, pointing out that over the past 15 years there has been no relationship between the number of 18-year-olds and the total student population.

They conclude that those entering higher education do not form a homogeneous group but a variety of groups in terms of age, qualifications, level of course and mode of study. "In other words, we have not one participation rate, but several, and projections of student numbers ought to include some estimation of projections of each participation rate," their note says.

The estimates contested concern:

- Part-time students, whose numbers the CNAA expects to continue growing, rather than remaining constant at the figure of 300,000 projected by the DES.
- Young entrants who enter higher education at 19 or 20, rather than straight from school or college. They point out that more entrants to polytechnics were over 19 than below it.
- Mature entrants who are not "suitably qualified", whose numbers might be expected to grow if unemployment remains high.
- Those who join courses with a single A level, who are not included in the DES projections.
- Students on short courses, who are also exluded.
- A small group, which is significantly in future, who enter directly onto the second year of a course because of qualifications.
- Entrants from further afield, especially those with two A levels.

They also urge the DES to carry further projections of the polytechnics and the public sector although it is acknowledged that largely dependent on the size of public expenditure.

Other developments are even more uncertain, the note says, listing transfer and credit accumulation possible catalysts. And the CNAA expect circumstances in the 1990s to lead to a greater appreciation of the value of higher education on the part of government, industry and the professions because of the need for a well-educated workforce.

Jobless 'need open access to college'

by Patricia Santinelli

Youthaid this week proposed a radical alternative to the Youth Training Scheme, which would give unemployed young people free and open access to education while they were waiting to get a job.

Accusing the Government of wasting nearly £1 billion on the YTS, Mr Paul Lewis, director of the charity, warned that it was guilty of creating an outcast generation of young people, the majority of whom would never have a real job.

He said the bleak reality was only too evident from figures published in the charity's annual report. On the YTS only 260,000 out of 440,000 places had been filled and 61,400 16-year-olds were still on the dole. Only 54 per cent of those under 18 had jobs and nearly 350,000 under 25 had now been unemployed for more than a year.

"These figures are a tragedy for the young and a disgrace in a wealthy country like Britain. Young people have the energy and enthusiasm to make a vital contribution to society. Instead the Government is condemning them to lives of private demoralization, without status, money or hope", Mr Lewis said.

Youthaid argues that its alternative plan to the YTS, based on a belief that unemployment will remain at between two and four million for the next five years, would give unemployed young people not only a chance to obtain a job while studying but a greater understanding of the world around them.

It believes that such a system of free access should be untrammelled by financial disincentives if it was to succeed. The charity does not spell out the level of remuneration that should be given but it stresses that there should be an equal amount for all young people.

To make this system attractive to young people it points out that it will be necessary to underpin it with a strong job creation scheme.

Youthaid also strongly believes that such a system could be supported if employed people shared their wealth more equally with those who did not have a job. Higher taxes would be one solution, it says.

Students in class at last week's Dartington Dance Festival. About 400 students joined festival performers for classes in technique, improvization, as well as performances of experimental dance.

Merger costs anger Tories

Conservatives on Humberside County Council have called in the local government auditor and are pressing for the resignation of the education committee chairman following accusations of overspending on college extensions.

The trouble follows a report by Humberside's finance officer showing that the cost of work on the former Grimsby College to bring facilities up to Council for National Academic Awards standards had gone from an estimate of £285,000 to more than £750,000.

The work was done last summer in record time, to be ready for the merger of the college into what is now Humberside College of Higher Education.

According to Humberside's education committee chairman Councillor Maxwell Bird, the pressure of time meant that the council had to use contractors already on site, and to make unexpected decisions on the chairman's action in order to get the work done on time.

The correct procedures were followed on all but two occasions, but one was that the overspending had been reported until now, and there was a mistaken purchase by an officer of furniture on revenue and not capital budget.

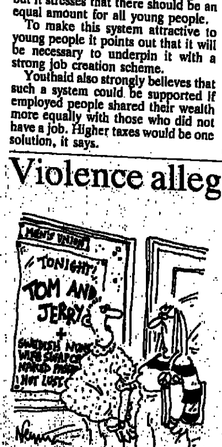
"With the best will in the world, I suspect some options may have been taken that were more expensive than we had had the opportunity to get and batter it out in committee" Mr Bird said. "But I don't think we have been taken for a ride: decisions were made quickly because the time factor was crucial."

But the Conservative education committee member Professor Adrian Pollard said that the urgency of the work had resulted in irresponsibility.

There had been negligence, and Mr Bird should resign. He said: "What we had to press for the details: it was not presented to the committee."

Violence alleged on Glasgow porn pickets

by Olga Wojtas
Scottish Correspondent



Four years ago, Glasgow University's men's union reluctantly opened its doors to women, under threat of financial sanctions from the administration.

The university is now hinting that it may use the same tactics over the notorious "Freds", by which, the court says, it understands "the nastier variety of pornographic films are meant".

The films are shown every Thursday at lunchtime in the now mixed Glasgow University Union, and rejoice in the name of Freds because the porn films are linked by "Tom and Jerry" cartoons, produced by Fred Quimby.

Recently, pickets of the films have been organized and protesters claim unnecessary violence has been used against them. Water and bleach have been thrown on picketers, and some allege they were dragged over railing pins.

Several protesters complained to the court, and the university secretary, Mr James McCargow, has written to the GUU president Mr Stephen Dunn, deploring the films and saying that if allegations that students were lied to enter the union have been forcibly prevented from doing so are true, the court will have "no option but to review its present arrangements for union membership".

Mr Dunn said he had replied to Mr McCargow but added: "I don't think it's really a matter to be publicly discussed." The tradition of Tom and Jerry went back 25 years, he said, and the films shown could be hired from any video shop. Nobody was forced to see them.

Sir Keith tests response to the AS level

by Patricia Santinelli

Higher education institutions and in particular admission tutors' response to Government proposals for new sixth form examinations will play a major part in any decision to introduce them, the Secretary of State for Education said this week.

Sir Keith Joseph was speaking at the launch of a new consultative document proposing a broadening of the sixth form curriculum through a new examination. AS levels – Advanced Supplementary – are to be supplementary to A levels, but of the same standard, although covering only half the ground of the subject in question during two years.

Provided the response is favourable, the Government hopes to introduce the new courses in September 1986 with the first examinations in 1988. There would be two kinds of courses, those complementing a student's main field of study and those contrasting with it, which the Government favours. This would allow a student specializing in science to take an AS level in languages for example, and one specializing in the arts and humanities to take an AS in maths.

Sir Keith said he was fairly confident of the support of higher education institutions. But he had not spoken to all admission tutors or all decision makers, so it could go either way. There had to be a willingness to alter admission requirements.

"We want universities and colleges to specify an AS level as being important for entrance to the institution, this would make sure that such examinations are taken seriously," Sir Keith said.

The consultative document makes it quite clear that the willingness of students to take AS level courses will depend crucially on the willingness of higher education bodies to indicate and reflect in their admission arrangements a preference for applicants who have pursued broader studies.

It envisages admission requirements being adapted to give preference to students who have two A levels and one AS level over those who have just two A levels and to students with two A levels and two or three AS levels over those with three A levels.

Judging by the initial reaction of the Standing Conference on University Entrance whose views are endorsed by the Committee of Vice Chancellors and Principals, and that of the Council for National Academic Awards, there appears to be greater support now for a broadening of the sixth form curriculum than ever.

Dr Arthur Hearnden, speaking for SCUE, said that there was certainly more support for this in the universities than for any of the previous proposals.

"It is difficult to say in advance how successful we shall be in getting admission tutors to give the AS level equal importance. But we do realize this is a test case for the universities, and the extent to which they can use their influence in a positive way for the education of sixth formers."

Mr Graham Middleton for the CNAA said the council broadly welcomed the proposal as offering an opportunity to broaden the sixth form curriculum without lowering the standard of A levels.

"We shall be prepared to amend our general entrance requirements to take account of the new exams. As far as specific entrance requirements are concerned this will still depend on how much knowledge is required," he said.

● Proposals for a new nationally recognized 17 plus qualification are to be published next week by the Joint Board for Pre-Vocational Education.

AS Levels – Proposals by the Secretaries of State for Education and Science and Wales for a broader curriculum for A levels students, May 1984, DES and Welsh Office.

Leader back page

University aims to get on target

by Ngaio Crequer

The University of Durham has told the University Grants Committee that it must be allowed to reach its originally approved target of 5,000 students.

Otherwise its recent merger with the voluntary college of St Hild and St Bede will become an "embarrassment" and a UGC undertaking that the university would not be worse off financially because of the merger "loses its meaning".

With the merger Durham gained 500-plus students, moving the optimum size of the university to 5,000. Durham's 1980–81 target figures were reduced from 5,500 to 5,150, and then in 1981, it was given new targets of 4,360.

According to Durham a principal reason for the UGC agreeing to build the new university library was that there would be between 4,800 to 5,000 students. Other central facilities were also expanded to meet a university of that size.

The UGC contributed £3.5m towards the cost of the merger, buying the site, paying for building work, fees and furniture.

One of the problems was the national reduction in teacher training places, although to some extent science students have taken up any excess places.

The university feels it is in a frozen position, with only partial implementation of its merger, and wants to proceed to a size of 5,000, expanding certain subjects, particularly engineering science.

It has written to the UGC: "It does not seem to make sense from a local or a national point of view to reduce the numbers of students who could benefit from acceptance by Durham and for whom the accommodation and facilities already exist. If the numbers of students in Durham are to be reduced below 4,800 (approximately) the accommodation stock will have to be reduced and the merger becomes an embarrassment".

It would only be a relatively small increase in numbers "bearing in mind the serious implications for the university if it is in essence to have to contract to almost exactly the pre-merger size, having taken on the merger accommodation, having accepted the UGC's 'no detriment' promise and having spent £3.5m of UGC money on the buildings".

The International Garden Festival at Liverpool, which opened this week, is big academic and commercial business for the university.

The departments of botany, civil engineering, geography, and oceanography, the environmental advisory unit and the Ness Gardens have helped to solve a variety of problems – from the effect of winds on the riverside site to the planting of bluebells in a woodland garden.

The university will have its its own stand (above right) with a multi-screen "video juke box" showing more than 20 short films illustrating the university at work. On the commercial side the revenue from halls of residence will double this year to £300,000 because of garden trade. Also the department of history is selling a medieval "book of hours" at the festival.

Lancaster University will also be represented. Paul Cooper (above left), lecturer in visual arts, shows one of the five pieces he sculpted as a commission by Cheshire County Council.

Association's action follows words

A European association for lexicographers was officially founded at Exeter University this week to promote all scholarly and professional work involved in the production of dictionaries.

The move follows a highly successful international conference at Exeter last September which drew together 270 wordsmiths from 39 countries to discuss topics like the use of prepositions, the treatment of pronunciation and the growing importance of computer-aided databases.

Papers given covered work affecting 19 languages including Chinese, Arabic, Hebrew, Swahili, Trinidad Creole and Yiddish, as well as all the main European languages.

Euralex, the new association, will deal with two key themes raised at the conference – the importance of ensuring that dictionaries really meet the users' requirements, and the need to provide appropriate training, research opportunities and professional status for lexicographers.

A new dictionary research centre has also been set up with more than £5,000 earned by the conference. The centre was launched with a lecture on the English dictionary given by Gabriella Stein, professor of English at Hamburg University, who chairs the new association.

The centre will aim to promote systematic research into lexicography at Exeter, to arrange meetings, visits, lectures, and publications to do with dictionary-making, to build up a body of dictionary materials and to support the activities of lexicographers in Europe and worldwide.

Dr Reinhard Hartmann, director of the language centre at Exeter and secretary of Euralex, also wants to build up an archive of unfinished dictionary manuscripts at Exeter. A series of bibliographical guides has been started, and a series of special lectures will begin in October.

New horizons

Mr David Tinsley, Birmingham's education officer for further and higher education, is to succeed Dr George Tolley as head of the Open Tech Unit. Dr Tolley now heads the MSC's quality branch.

Travel challenge

The National Union of Students this week challenged Mr Peter Brooke, under secretary for higher education, to either accept or disprove its figures showing that 125,000 students will lose money under new arrangements for travel grants.

Scottish students clash

The chairperson of the National Union of Students (Scotland) has accused Dundee University students association of holding a fraudulent referendum on reaffiliation to the union.

Mr Bob McLean has written to Dundee's rector, Mr Gordon Wilson, a Scottish Nationalist MP, to protest against the students association's "major breach of democratic practice".

Mr McLean claims the association decided to hold last Friday's referendum at only eight days' notice, four of which were the Easter holiday weekend. The NUS was unable as a result to run a proper campaign for union membership.

But Mr Craig Murray, president of Dundee's students association, said the decision to hold a referendum early in the summer term was taken at the beginning of March, and the NUS had been well aware of this.

The council meeting eight days before the referendum had simply set a specific date. The referendum was held in the interests of democracy since Dundee left the union five years ago and a new generation of students was now in the university, said Mr Murray.

The students voted against rejoining the union by 385 votes to 86, with a turn out of only 15 per cent.

Warwick can go ahead with adult courses

by Maggie Richards

Warwick University has been granted responsible body status to establish a department of adult and continuing education, despite opposition from Birmingham University. The Department of Education and Science had approved Warwick's application to organize its own extramural studies in the Coventry, Solihull and Warwickshire area.

The university's application was supported by the three local education authorities involved.

Until now the extramural programme at Warwick has bee offered under the auspices of Birmingham. Currently Warwick is offering 45 evening courses and weekend day schools, which hav attracted more than 800 students.

Warwick has now become one of the few new universities to obtain responsible body status, which dates back to the attempts by redbrick universities, to provide extension classes for their local communities.

Under the arrangement, which applies to about half the English universities, the DES pays 75 per cent of staffing and associated costs.

Warwick will take over responsibility for extramural studies on August 1. It intends to expand its present provision, and in particular hopes to encourage more mature students to take advantage of its Open Access Programme and to expand the availability of part time degrees.

The university has now applied to the University Grants Committee for funds to appoint a professor director of adult and continuing education. The department will join the faculty of educational studies.

The new department will coordinate adult education for the rest of the university, with much of the work carried out by staff engaged in teaching undergraduates and postgraduates.

Graduate trends

Just under half of all Scottish university graduates in 1982 found permanent jobs, a fall of 2 per cent from 1977. Unemployment rose over the same period from 5 per cent to 11 per cent.

V-c to retire

Dr Peter Froggatt, aged 55, is to retire as vice chancellor of Queen's University, Belfast on September 30, 1986. He will then have occupied the office for ten years.

Albert Finney
Eileen Atkins Max Wall
Graham Crowden Alun Armstrong
Willoughby Goddard
SERJEANT MUSGRAVE'S DANCE
by John Arden
23 May · 30 June
BOX OFFICE 01-834 7916 CREDIT CARDS 01-741 1821 THE OLD VIC

Lecturers attack secret decisions

by David Jobbins

Secrecy surrounding decision-making in the universities is to come under attack by university lecturers at their union's summer council this month.

Leaders of the Association of University Teachers are to be asked to make strong and immediate representations to the vice chancellors and principals on the need for more openness within institutions.

As well as institutional consideration of issues such as tenure and funding, the AUT is angered by the tendency towards secrecy displayed in a number of incidents in the past year or so.

They include the talks between Sir Keith Joseph, Secretary of State for Education and Science, with a selected group of vice chancellors on privatization, and the University Grants Committee's proposals for pharmacy and oceanography.

A composite motion to the AUT's summer council in Manchester in two weeks, expresses concern at an apparent erosion of civil liberties and drift to authoritarianism, and states that universities themselves must be open and accountable not only to staff and students but the wider community.

Backed by Stirling and Aberdeen local AUTs, it deplores the "clandestine" operations of the UGC and the Committee of Vice Chancellors and Principals, and secret meetings with ministers.

It dismisses the "widespread abuse" of reserved business on councils and courts and the use of confidential documentation on issues such as tenure as "inconsistent with the defence of academic freedom".

Calling for greater disclosure of information within universities and throughout the education system, it suggests that union leaders should draw up a code of practice aimed at encouraging freedom of information while protecting individual privacy.

A further composite motion condemns the Government over the withdrawal of trade union rights at the Cheltenham communications headquarters, backs the AUT executive over its no-compromise opposition to the move, and attacks the buying out of union membership as a "betrayal of the principles of a free society and a step towards totalitarianism".

But the dominant issue for council is likely to be on the salary negotiations. The executive is scheduled to give a special report on developments including the outcome of next week's third meeting of Committee A, the first stage of the negotiating machinery and the refusal of the employers to move beyond 3 per cent.

Lord Murray of Newhaven, a former chairman of the University Grants Committee, chats to Dr John Burnett (left), principal of Edinburgh University, in an elegant lounge in the university's new student residences.

Lord Murray was intermediary for an anonymous donor whose gift of £500,000 enabled the university to renovate a derelict tenement to provide a 134-place residence.

The day after opening Edinburgh's new residence, Lord Murray opened Strathclyde University's 94-place Murray Hall, also built with £500,000 from an anonymous donor.

Pharmac call for four years

by Jon Turney
Science Correspondent

A working party of the Pharmac Society has called for all degree courses to have an extra wich" year, funded jointly by Department of Education and and the Department of Health Social Security.

This is the main recommendation a first report from the society's ing party on pharmaceutical educa and training, set up two years ago. report says the third year of a new year course should be taken up by six month placements in hospital community pharmacy.

The four year course would lea registration but further work training would be demanded be new graduate took sole charge pharmacy.

The report has not been sup by the society's council, and w considered in detail later this year comments have come in f academics and industry. The pro have already drawn a protest f Bradford University, which als runs a four year sandwich cour

Pharmacists at Bradford be their course structure, with stren external placements in the second fourth years is superior to the stand favoured by the working party. Its report argues that six-month pl ments are poorly received by players.

The report also proposes se changes in funding. Undergrad pharmacists now receive grants f local authorities like other stude The society argues that the extra £ a year needed to pay sandwich cou grants could be raised through a funding arrangement through the E and DHSS, as now happens for me al and dental education.

The society argues that the increased cost should be offset a the current National Health Se cost of paying new pharmacy pl ates in their pre-registration year. the report argues that the new pro als would be cheaper than the a alternative – retaining the pre-regis tion year as well as extending undergraduate course.

Seeing red over black and white

Glasgow District Council's ruling Labour group members were not amused when they saw the installation of Glasgow University's rector – in black and white.

For Dr Michael Kelly, Glasgow's Lord Provost, was sporting the city's ceremonial ermine robes which have been banned since 1975. When a former lord provost unsuccessfully sought a one day dispensation to wear the robes in 1977, Dr Kelly led the opposition, claiming the robes were an anachronism, "the urban equivalent of the grouse moor image".

When the new rector was reminded of the incident, he confessed: "Good God, I forgot about that." He had worn the robes, he explained, since this was the first time a lord provost had become rector of the university.

The overlap, however, has lasted only a week, with Dr Kelly coming to the end of his term of office as lord provost, and this has saved him from any disciplinary action from the Labour group. But there are now moves to ensure the robes are not used again by placing them on permanent display in the People's Palace Museum.

The president of Glasgow's Students Representative Council, Mr Paul Madill, launched an oblique attack at the installation on the former rector, Mr Reginald Bosanquet, when he said it seemed "quite strange to have a rector."

Mr Bosanquet rarely carried out his duty of chairing court meetings, or visited the university. Admittedly, Dr Kelly failed to chair his first court meeting because he was collecting a tourist board award for the "Glasgow's Miles Better" campaign.

Mr Madill managed to arouse further controversy at the installation when both he and SRC senior vice president Ms Carole Leslie sat down in protest at the playing of the national anthem.

Mr Madill said they were acting as socialists and republicans. A motion of censure failed at a subsequent SRC meeting, but several members objected to Mr Madill ruling out of order an amendment that the council should not voice any opinion. Four members have apparently resigned. They are claiming the council's constitution has been breached and are asking Dr Kelly to intervene.

Civil service quality famine

by Paul Flather

The Government is facing increasing difficulty in finding enough graduates of sufficiently high calibre and quality to fill key posts in the Civil Service, particularly in science specialisms.

Last year it managed to fill only about 75 per cent of its vacancies overall, compared with about 90 per cent in 1982, and this was despite an increase of more than 50 iper cent in the number of applications on the previous year.

The Civil Service Commission, outlining these trends in its annual report published last week, states bluntly "the quality of candidates (for the science group of vacancies) was not as high as could be wished".

The commission blames increasing competition from other employers for its failure to recruit enough qualified graduates in electronics, computing, mechanical engineering, operational research and mathematics, and says the longer term outlook with a further expected decline in science and technology graduates "gives cause for concern".

One new factor was the large number of candidates withdrawing after being recommended for appointment. The commission says it was often necessary to make offers to twice as many candidates as there were posts.

Low pay and prospects was a key factor. Most candidates in the commission's first open competition in five years for the post of principal or middle manager were already at the equivalent or sometimes higher salary level. Just half the 36 vacancies were filled from 1,000 applicants. Principals usually earn between £12,400 and £16,600 a year.

Overall the demand for new graduates was up in 1983 by more than 25 per cent, covering a wide spectrum of disciplines from mechanical and electrical engineering to estate and valuation surveying.

Only 12 of the 20 posts for economists were filled, with just two candidates considered good enough for senior assistant level, and with six declining and seven deferring acceptances at assistant level. Accountants, statisticians, tax inspectors, engineers, auditors, translators, all fell well short of the recruitment target.

Oxford and Cambridge continue to dominate the fast stream administrative trainee (AT) entry accounting for 66 per cent of the 47 appointed, compared to 71 per cent of 24 chosen in 1982. Women accounted for 43 per cent of those sitting the examination and 26 per cent of those appointed. Taking account of other factors such as degree class the commission detected no bias.

Overall the commission noted a general improvement in its AT recruitment but it still fell 13 short of its target, compared to 20 short in 1982.

1983 Graduate Administrative Trainee Scheme

	Applied	Passed all 3 stages	Appointed
Oxbridge	621	58 (9%)	31
Other	2,883	28 (1%)	14†

†Two in-service candidates also appointed

Graduate Posts

	Vacancies	Applicants	Appointed
Economists	14	415	10
Tax Inspectors	100	6,451	78
Statisticians	41	269	19
Auditors	105	992	70
Engineers	192	2,719	129
Diplomatic Posts	25	1,880	22
Surveyors	86	792	73
Linguists	49	1,084	27
Scientific Posts†	486	13,809	330

†BTEC diplomas and certificates accepted.

Source: Civil Service Commission Annual Report 1983.

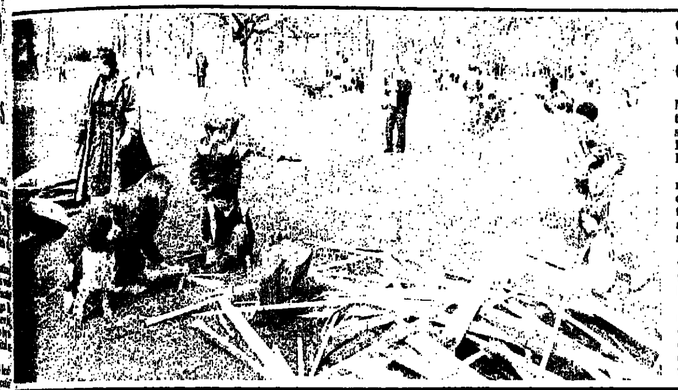
Sculpture club

More than 1,000 would-be sculptors took advantage of the Easter sunshine to take part in a six-day event at Bretton Hall's Yorkshire Sculpture Park.

Almost 3,000 sculptures were made from five tons of timber offcuts and 40 pounds of nails and a truckload of timber disappeared in an hour at the height of the workshop.

College staff were on hand to help with technical problems as an acre of wooded parkland underwent a transformation.

A family from Barnsley built a near-lifesize Viking longship, an elderly couple carved a group of dancers and a number of Easter crosses had to share the upper slopes with an unexplained set of gallows.



UNION VIEW

Private doubts hit action plan

With only 40 working days to go before the end of the session the 16–18 action plan in Scotland is under heavy fire: rejected by parents, suspected by lecturers, ignored by teachers, scorned by industrialists. With the exception of its originator, the Scottish Education Department, and its satraps, the Scottish Business Education Council and the Scottish Technical Education Council it doesn't have a friend in sight. And that's unfortunate.

The brave new world of 40-hour modules for non-advanced further education, student centred, criterion reference assessment, was intended to widen entry, extend subject choice, eliminate academic elitism and provide a launch pad for adult education and training.

After many years of arguing the case for major changes, the Educational Institute of Scotland welcomed these proposals and became a strong ally. The SED was now offering the prospect of making a reality of comprehensive education for the 16–18s.

Two years have passed and the EIS has become alienated. Teachers in the schools have given the plan a less than enthusiastic welcome. This is hardly surprising as the schools have enough on their plate absorbing the major changes associated with the Munn and Dunning curricular reforms for 14–16s and the impending *changes in the Scottish Certificate of Education Highers. Allied to this are the problems stemming from falling secondary rolls, compulsory transfers and restriction of promotion prospects.* A 4.5 per cent salary settlement, below the current inflation rate, with little prospect of catching up, was only narrowly accepted in a ballot.

All this adds up to smouldering discontent. The last straw was the suggestion that comprehensive schools might retain only core Higher subjects and that groups of schools with the local further education college would come together in consortia arrangements.

The result has been that many schools have turned their backs on action plan preparations. Not so, further education colleges. Key personnel were seconded for development work and the outline modules arrived in the colleges on target. Lecturers were asked to complete the modules ready for the August launch.

But by this time the cat was out of the bag. The action modules developed and completed by further education lecturers were not to be restricted to the public education service. It was the intention that private agencies and training organizations could purchase these, ready made, off the shelf, at the local supermarket.

A withdrawal of cooperation in action plan preparations would not scupper the plan. The Government with 19 per cent support in the polls, would contract the work out to private training organizations.

There are no policy options for the EIS further education section. Its members will have to complete the action modules and the section will have to raise public awareness of the positive contribution which the colleges can make to the 16–18 action plan. This will require a high profile information campaign which will need to be sustained for a lengthy period and firmly based upon quality provision under democratic control.

Arthur Houston

The author is further education officer for the Educational Institute of Scotland.

Students' postal vote threatened

The Registration Appeal Court in Edinburgh has sat for the first time in 20 years to determine Scottish students' right to a postal vote for their university constituency.

A judgment is expected by the end of May, the closing date for postal vote applications for the European elections, since Stirling University is on vacation on the election day.

In the first case of its kind, Stirling students last year won the right to a postal ballot for the general election, which was also during their vacation. Previous cases had involved students seeking postal votes for their home constituencies.

Central region's electoral registration officer, Mr Andrew MacCorquodale refused the students a postal vote because he did not think they were unable to vote personally because of "the general nature of their occupations". He argued that attending a course field trip would merit a postal vote, but being on vacation did not.

Six students appealed to Stirling Sheriff Court, where it was ruled that they were entitled to a postal vote. Mr MacCorquodale has now brought the case to the Registration Appeal Court.

Art lecturers on the defensive

by Owen Surridge

Many art lecturers have become anti-academic and defensive, according to a senior member of a polytechnic art department. The result is a serious imbalance in the subject through an overwhelming emphasis on practice.

Mr Stroud Cornock, of Leicester Polytechnic school of fine art, told the annual conference of the National Society for Art Education: "Practice is not the sole condition, nor the end of higher education in art. We are specialists in higher education in art and design, not artists manqué. We need research to show how this is to be done but the trouble is that art colleges have no tradition of research and no research council."

Merely to encourage the practice of art through staff development schemes would not do, he said. If arts people were to win the respect of others it was necessary to translate the experience, values and skills embodied in art and design practice into a form which could be put to more effective use in higher education. The point should be covered in special programmes of staff development for art and design people with the aim of building up a shared knowledge.

Mr Hywel James, registrar for art and design at the Council for National Academic Awards, said there was an urgent need to consider the relationship between art and design. It could not be left just to "develop". "Art without design is in danger of turning in on itself and design removed from art swiftly becomes sterile," he said.

Mr Peter Young of Her Majesty's Inspectorate said some industrial jobs were very enviable, covering, as they did, the skills of conceiving, making, selling and the use of materials. Art and design both fitted into that picture, he said, but there was much misunderstanding of what art and design were all about. Craft, design and technology had stolen a march on the arts, with the consequence that there were inadequate courses in schools.

Mr Nicholas Frewing, principal of Ravensbourne College of Art and Design, warned that if there was a further attack on art and design it would come from within the art and design sector because it was not able to rationalize. He said that the decision to close the Ravensbourne fine art course from 1986 stemmed from financial and geographical pressures and should not be seen as an attack on the arts in higher education. It was simply that the other courses were more appropriate to the rationale of the college and the demand from the outside world.

Warning that other colleges would be forced to make choices as the effects of falling rolls make themselves felt, he appealed to the larger institutions to limit their intake.

Two societies to amalgamate

The National Society for Art Education and the Society for Education through Art are to amalgamate in October.

The new organization, to be known as the National Society for Education in Art and Design, will have an initial membership of some 3,000 and will be the largest single subject organization in its field. It will take over the seat at present occupied by the NSAE on the Burnham Further Education Committee.

The merger, announced at the conference of the NSAE last week, is the outcome of 18 months negotiation between the two organizations, formerly rivals and frequently at loggerheads over the divide between the trade union attitude of the NSAE and the professional stance of the SEA.

Admissions open

Mr M. A. Higgins, senior assistant registrar at Loughborough University, has been appointed chief executive of the Polytechnics Central Admissions System (PCAS), from August 1984. It will be his job to build up the organization, which will be run in parallel with the universities' admission scheme. PCAS will be operation for September 1986 entry.

Universities 'lag behind'

by Jon Turney
Science Correspondent

Higher education still does not grasp the importance of high technology or the speed of technological change, Mr David Baldwin, head of one of Britain's largest computer companies, said this week.

Speaking at Loughborough university, Mr Baldwin, managing director of Hewlett-Packard Ltd. said there was still far to go in cementing links between academia and industry. His own company would help with donations – and he presented computer equipment worth £160,000 to Loughborough's human sciences and advanced technology research centre. But he insisted academics must do more too.

Mr Baldwin's comments offer an insight into the arguments from employers which have prompted the Department of Trade and Industry to set up a working group on the future need for graduates qualified in information technology subjects. He was one of the industry representatives at a meeting called last month by the information technology minister Mr Kenneth Baker, which led to the new working group.

At Loughborough this week Mr Baldwin said: "Many colleges and universities are in danger of not adequately embracing the speed of real-world technological changes." He said the computer and electronics industry could grow at 20 per cent a year until the end of the decade at least, but he was concerned his company would not be able to find enough skilled people to sustain this growth.

"In business we are forecasting employment needs several years ahead for specific job titles and a decade ahead for general technological skills," he said. Universities should help fill those needs.

Asbestos scare closes building

One of Preston Polytechnic's teaching and science blocks has been closed after a routine maintenance check discovered asbestos in ceiling tiles and fire insulation.

The four-storey building which houses 30 staff and about 500 students in the chemistry, biology, electrical engineering and physics schools will stay closed until the autumn, when all the ceiling tiles and laboratory fire insulation sheets have been removed.

Poly student expelled

One Middlesex Polytechnic student has been effectively expelled and six others suspended following what the college authorities describe as a serious breach of their disciplinary code.

A disciplinary committee hearing was held on the final day of last term to consider breaches in the code and subsequent suspensions arising from a 24-hour student occupation.

One student was reinstated and another, Gregory Torres, was suspended for five years and the others for three to four terms. Mr Torres and four of those suspended are members of the Socialist Workers Student Society.

It is unclear as to how many of the students intend to appeal against the disciplinary committee's decision. Mr Holt, the dean of social science at the polytechnic said: "One student only has exercised his right to appeal. It is possible that the others will. I hope they do so." The National Union of Students has promised legal aid.

Thirteen students, including Mr Torres, were suspended last autumn after an occupation but all were reinstated.

PARTY LINE

Paying tribute to brains not brawn

I always have feelings of nostalgia at Easter, with the start of the conference season. Memories of Scarborough, Southport, Margate, Weston-super-Mare, Blackpool, Eastbourne and, believe it or not, many other watering holes around the country spring to mind. I regret that my principal memories are of their hotels, bars and conference facilities rather than some of the more attractive and interesting features of the towns themselves.

But the teachers' conferences this Easter have revived other memories – particularly the contortions of the National Union of Teachers conference at Blackpool over the current pay negotiations with the near decision to go for flat-rate rises, and the National Association of Schoolmasters/Union of Women Teachers upping the anti by threatening not to accept less than 7.5 per cent.

The handling of the pay negotiations by the Government and local authorities in Burnham has been unbelievably crass. The Burnham machinery has never been the most wonderful means of resolving these matters, to give the further education teachers and the Scottish teachers a 4.5 per cent offer while restricting the English and Welsh teachers to 3 per cent with guarantees to put the cat among the pay rises and create

that there would be no settlement.

The most likely explanation for this was that it was a total cock-up. If it wasn't then Sir Keith Joseph, Secretary of State for Education and Science, is acting in an even stranger and more bizarre way than we have sometimes come to expect. Maybe he really does justify the Sir Monty Python tag Peter Wilby gave him in his otherwise not unsympathetic profile in the *Sunday Times*.

There was nothing Monty Pythonish, however, about those sections on pay in Sir Keith's address to the Assistant Masters and Mistresses Association conference. Conference delegates may have been appalled, but they should not have been surprised to find low pay for the teaching profession being justified by reference to the laws of supply and demand in the labour market.

It is not really surprising that a Government with Sir Keith in Education, Secretary and Mrs Thatcher as Prime Minister (not to mention various other colleagues) should have changed the differential between the pay of a teacher and a police officer from £15 a week in 1973 to the £127.61 figure complained of the by chairman of the NAS/UWT salaries committee. And that position has arisen, not because of Sir Keith's much vaunted market forces but because of clear hard-headed political commitment.

To me it is offensive nonsense to talk about teachers pay in the same terms as the price of groceries in the supermarket. Failing rolls in our schools and, in time, in further and higher education, should be grasped by the Government as an opportunity to improve and expand the education service. Increasingly this country and mankind generally must live not on its brawn but on its wits and on the rapidly accumulating body of knowledge available to those who can use it.

We should therefore be seeking to attract a high proportion of the brightest, most imaginative and hard-working people in our community into teaching. It is too important and too long term for Government to think they can leave it to market forces. The most successful and usually the most attractive countries throughout the ages have always given the highest priority to education. That does not mean that money spent on education should not be cost effective or limitless or that everything in our system is as it should be. But it does mean that in relation to the importance of their work and their role in the community, teachers' pay at the present time is derisory.

What makes it worse is that the bungling of the pay negotiations and Sir Keith's AMMA speech come on top of the Government's education cutbacks and threats of recent years. It comes against the background of rate-capping and all that that might mean for education authorities in the future. And, not least, it come against a background of cut backs in the universities.

All this further reinforces a general depressing fact that the Government remains adamantly opposed and antagonistic to anything in the public sector. Even those parts of the public sector which it does not seek to replace like the vast bulk of the civil service for instance – it glowers at with hostile resentment, privatises and cuts wherever it can and undermines morale with seemingly endless abandon by portraying it as an unwelcome burden on the community.

Well, again, maybe we shouldn't be surprised. But many who support Mrs Thatcher's style of government may in due course find that they are surprised and dismayed, by the consequences of the antagonism. These services are the necessary fabric of any civilised society. What is more, the private sector relies upon them and will be damaged in the long term if the highest standards are not maintained and if their status is not recognized. Which brings me back to the current talks on teachers' pay.

Ian Wrigglesworth

The author is SDP MP for Sheffield South.

FEU report urges special needs work preparation

Further education students with special needs should still be taught how to work, in spite of mounting pessimism about their chances of employment after leaving college, a Further Education Unit report published this week says.

The report, *Routes to Coping* says that work preparation remains important for only because many young people are now competing for places on Manpower Services Commission schemes but because it improves their self confidence and image, as well as giving them an idea of what employment involves.

The report, which is intended to give further education staff practical guidance on how to teach students with moderate learning difficulties, focuses on three teaching programmes: work experience, communication skills, and self-help.

Its author, Lesley Dee, of South Thames College, points out that all three programmes have been arrived at through a combination of discussion, observation and experience.

"They aim to provide examples of learning activities and experience which will help students cope with everyday life," she says.

For example the programme on communication skills encourages students to use whatever levels of skills they have reached in literacy, numeracy, language and social skills in a variety of contexts.

"Basically it assumes that students with special needs should not be debarred from certain learning experiences, simply because they are unable to read, write or speak as competently as the majority of their peers," the report says.

The self-help programme deals with all the skills needed by students to take care of themselves. This includes domestic tasks such as cooking, cleaning, shopping, self care, home maintenance, safety.

Routes to Coping by Lesley Dee, available free from publications despatch centre, Department of Education and Science, Honeypot Lane, Canons Park, Stanmore HA7 1AZ.

overseas news

Provincial universities take the lead

from Craig Charney

PARIS

French provincial universities have caught up with those in Paris, according to a survey by statisticians at the University of Compiegne.

The survey ranked 63 French universities according to research activities, drop out rates and "dynamism" – course creation, vocational preparation, and information services. The study was based on data from all but four of the country's universities and published in the news magazine *L'Express*.

Among the surprises in its findings was the strong showing of universities outside the capital. The two leading positions in the overall rankings were occupied by the universities of Grenoble 1 and Toulouse III, with the number three spot held by the University of Paris I. On the whole the 13 Parisian faculties, into which the former Sorbonne was divided after 1968, ranked no higher than their provincial counterparts. Three were in the top 10, but seven fell into the bottom half of the list, with Paris III bringing up the rear in sixty-third position.

The two top ranked universities are both scientific faculties and possess modern American style campuses outside Grenoble and Toulouse. With 4,500 and 8,500 students respectively, they are known for recruiting students and lecturers widely in France and abroad. Twelve per cent of Grenoble students are foreigners. They are also closely linked with nearby national research centres – for nuclear and communication research in the case of Grenoble, and space research for Toulouse.

The venerable University of Paris I by contrast, is France's largest faculty with 25,000 students. A centre for arts, humanities, and legal studies, the old faculty in the shadow of the Pantheon remains loyal to the Sorbonne heritage of academic rigour.

A striking showing was made by one of the country's smallest universities, Mulhouse. Ranked number eight overall, Mulhouse was number one on "dynamism" and number one among small universities for research.

The academic research rankings were based on numbers of research students and research teams, as well as research support from inside and outside the institution. In the social sciences and humanities, these three leaders were respectively Lyon II, Montpellier III, and Paris I. Among the larger scientific and medical universities, the highest ratings went to Grenoble I, Toulouse III, and Paris XI.

Only four universities indicated the majority of their students completed the two year "first cycle" of higher education: Paris IX, Paris XI, Dijon and Avignon. Drop out rates of over 80 per cent were reported by 19 of the 60 institutions which provided information on the question.

For "dynamism," Toulouse was followed by the universities of Valenciennes and Paris X. Valenciennes was the leader for pedagogical innovation, and Grenoble I on communications.

Mulhouse was number one on professional preparation, including vocational-oriented courses, guidance services and follow-up. Half of French universities have no vocational guidance services whatsoever.

In order, the top 10 universities in the overall ranking were: Grenoble I, Toulouse III, Paris I, Aix-Marseille I, Brest, Paris IX, Paris XI, Mulhouse, Lyons II, Avignon.

Extra bite taken out of Apple

from E. Patrick McQuaid

CAMBRIDG

Competition from retailers and [illegible] marketeers has caused an unforeseen problem for the discount agreement between American colleges and computer manufacturers.

In recent months the nation's two firms – Apple, International Business Machine and the Digital Equipment Company – have signed contracts offering substantial discounts on sales of microcomputers and accessories to students, teachers and administrators who purchase through their college accounts or campus retail agent.

In January, Apple Computer Company announced it would sell equipment to 24 colleges and universities reduced wholesale, which the school could then retail to their students at attractive discount. At Yale, for example, students and staff may purchase the new Macintosh personal computer for $1,125 (£803) while at Princeton the same hard and software package goes for $1,200 (£857). An unofficial quote at Harvard was closer to $1,000 (£715).

The Macintosh retails around $2,500 (£1,785) and in Ann Arbor, Michigan, where the state university has signed into the Apple College Consortium, local retails have asked the government for an annulment, charging that the deal allows unfair restraint of trade and discriminates against small business.

Eighty per cent of the University of Michigan's acquisitions will be [illegible] marked for department and laboratory use. Recently, though, some 600 microcomputers were ordered for student retail.

Local businesses contend that the university has no position to use public funds to help defer the costs of industry marketing. Overall sales are down but product specific profits are falling as well.

Retailers are also miffed that students and staff are using their stores' shop for Apple products but not to purchase them. Consumers are experimenting with the computer, querying sales representatives on which have the best features and then returning to campus to capitalize on the retailer's time and advice and the university's discount.

More alarming is the chance for the growth of a campus-based computer blackmarket, consortium members say. At Harvard University, the undergraduate daily newspaper has been contacted by commercial dealers offering advertising space. "If you have an Apple Macintosh computer and would like to sell it, I'll buy it," claims one Texas dealer. He says he will give students between $300 (£215) and $500 (£355) over their purchase price. He also says he will sell the computers to students at schools not included in the consortium at his own discount. A west coast dealer says he'll run ads offering to buy the computers from "liberal students and radicals who hate computers" and pocket several million dollars on the side.

Consortium members are considering measures to work against a black market which include limiting one computer to one customer, making customers sign agreements not to resell the computers or face disciplinary action, and matching manufacturers' serial numbers with individual sales agreements.

Students expressed mixed sentiments. "I'm a capitalist," said one. "I want to take a bite out of the Apple too," added another. "My ethics have a price – $300 (£215)."

Survey shows pessimism of young Poles

Polish student attitudes today are marked by pessimism and a swing to the right, according to a new survey.

Results of the poll, the first since the suppression of Solidarity and the Independent Students' Union in 1981, were reported in a lecture given at the University of Warsaw in January. Though not yet published in Poland, they appear in the May issue of the Paris magazine *L'Alternative*, a respected outlet for writings of eastern European dissidents. The sample consisted of 650 Warsaw students who responded to questionnaires in 1983, half from the university and half from the polytechnics. The poll was the latest in a series conducted at regular intervals since 1958 by Professor S. Nowak, of the Warsaw University Sociology Institute.

The anonymity of the questionnaire, the willingness of students to give anti-government responses, and the relative moderation of repression in the universities all suggest that the survey findings are meaningful.

The most striking result is general pessimism regarding Polish society. Fully 70 per cent say the country is in a deep crisis which it is unlikely to resolve while only 15 per cent expressed any optimism about its future.

Reflecting this disillusionment, students' personal hopes centre narrowly on their private lives and situations. The ambition most frequently expressed was to earn enough money in small private enterprises to live comfortably and avoid dependence upon state firms.

The students' greatest desire is a happy life with family and friends. Few show ambition for political office or social advancement though the survey did show there is a small hard core minority of committed democratic activists. In any case, 65 per cent of the respondents feel it is unreasonable for them to make long term plans, since too much regarding their future depends on chance.

Another notable result was evidence of the striking growth of anti-socialist sentiment among Polish students, following their disappointment with government promises of reform and Solidarity's efforts at social renewal in 1980 and 1981. While in Professor Nowak's 1978 survey, just 19 per cent of those questioned were against the evolution of the world in a direction similar to Polish style socialism, in 1983 64 per cent were against it.

The survey confirmed the depth of student sympathy for Solidarity and their hostility to its suppression. An overwhelming 84 per cent considered Solidarity's 15 months of public activity a positive period in Polish history, while only 12 per cent thought that the state of siege which drove it underground had been imposed in the interests of society.

The survey also revealed how frequently Polish students turned to sources not subject to state control for their news. While 38 per cent cited Polish mass media among the factors influencing the formation of their political opinions the most, 29 per cent mentioned clandestine opposition publications and 25 per cent foreign Polish language broadcasts.

Boy George drummed out

Boy George may be a hit on the charts on two continents, but his records are "not appropriate" on the shelves of Brigham Young University, the leading Mormon college. Consequently, the records of Boy George and his group Culture Club have been withdrawn, pending a review by the church authorities.

Roger Utley, bookstore director at BYU, said: "It is more an evaluation of the artist than of his music."

Indian medics protest

from A. S. Abraham

BOMBAY

Medical students and junior doctors in Gujarat state in western India are up in arms over the provincial government's sudden decision to start a six-month crash course in Western allopathic medicine for students of *ayurveda*, an indigenous medical system. Once they have done the course, these students will be able to practise allopathy in emergency cases.

The protesters say that while they have to compete very hard to be admitted to medical colleges and must study five and a half years before getting a degree, *ayurvedic* students, whose academic accomplishments are usually much more modest, will be able to pass off as allopathic doctors by getting in through the back door.

They are also against mixing the two systems, because they feel that six months is too short a time in which to equip *ayurvedic* students to give allopathic treatment, especially in emergency cases.

In 1978, *ayurvedic* students in Gujarat had demanded and been given a short, comparative course in allopathy. But nothing was done to implement the concession.

However, an imminent amendment to the 1963 Gujarat Medical Practitioners' Act would allow doctors to practise only in the system in which they trained. To ensure that *ayurvedic* students get over this hurdle, the new course is being rushed through.

The Gujarat government's defence is that an emergency allopathic course is necessary to train *ayurveds* to work in the villages, which allopathic doctors usually shun. But allopathic students point out that over 400 unemployed allopathic doctors might be willing to go to the villages if the state government gave them incentives.

Turks review academic screening

from Bernard Kennedy

ANKARA

The Turkish Higher Education Council seems to be backing down on an attempt to subject all university teaching staff to continuous screening by their superiors. The HEC issued its "directive on registers" at the beginning of the year, but it was not until March that public attention was focused on the issue.

The suggestion that it might be amended came at a meeting between Professor Ihsan Dogramaci, the president and personification of the powerful HEC, and members of the parliamentary standing committee on education.

According to the directive, teaching staff were to be "marked" not only on their academic performance but also on their work-rate and attachment to Ataturk's principles. A poor mark could lead to a change of job and poor marks in successive years to dismissal. Moreover, records were to be kept of all lecturers and teaching assistants' height, weight and religious inclinations.

The directive has been lampooned both in parliament and in the press. One MP wanted to know how feasible it would be to maintain an up-to-date record of a lecturer's weight. More seriously, doubts have been raised as to the qualifications of primarily right-wing administrators to assess without bias the nationalism of their staff. The directive is seen as just another way of doing away with teaching staff whose political views conflicted with those of the HEC and its appointees and what was to be the connection between religious beliefs and job prospects.

For the moment, the directive remains in force, and Professor Dogramaci has talked only of amendment – not repeal. However, it is clear that the row over the issue, although belated, has been greater than the HEC expected, and it will now be somewhat harder for them to discipline or dismiss staff on the basis of the registers.

Students join leadership race

Two Canadian university students have joined present and former cabinet ministers in the race to replace Pierre Trudeau as prime minister and leader of the federal Liberal Party.

John Frederick Cameron, aged 24, and Chris Mostovoe, aged 21, plan youth-oriented campaigns that will raise issues like university access and unemployment.

Yugoslav dissidents arrested in raid on private apartment

Milovan Djilas, the Yugoslav dissident socialist philosopher and writer and one time vice president to Tito, was arrested in Central Friday in Belgrade while lecturing in a private apartment on nationality problems in Yugoslavia. The apartment belonged to Dragomir Olujic, a Belgrade radio journalist. Djilas was also arrested.

In all, 28 people were taken into custody for questioning, including the film director Lazar Stojanovic, Dr Vojslav Seselj, an economics lecturer at Sarajevo University, and Dr Stojan Cerovic, a psychology lecturer at Nis University. Papers and notes belonging to several dissidents were seized.

Although Yugoslavia has no organized unofficial educational network like Poland, a number of *ad hoc* seminars have been organized by writers and academics critical of the regime over the last 18 months. For several months last year there was even a regular series of protest seminars every Monday at the headquarters of the Association of Serbian Writers, in protest at the imprisonment of the poet Gojko Djogo.

Djilas was released with a stiff official warning not to participate in any political gatherings in the future.

Dragomir Olujic, who hosted the seminar, and Miodrag Milic, a writer, have since been charged with anti-state activities. Djilas was released with an official warning not to participate in any political gatherings in the future.

Graduate glut is cause for concern

from Barbara von Ow

MUNICH

West Germany's private industry is not in a position to absorb the alarming glut of graduates looking for jobs, a leading research institute has concluded. In a recent inquiry of companies' response to the dramatic expansion of German higher education over the past two decades, the Institute of German Economy (IW) found that industry could do little more than help alleviate graduate unemployment.

The number of German students has risen from 291,000 to over 1.2 million over the past 23 years and is expected to soar to 1.6 million by the end of the decade. While only 10,000 graduates were unemployed in 1973, more than 100,000 are estimated to be without a job at present.

Even if until the early 1990s industry absorbed every second graduate – rather than every third as it did at present – bringing the share of graduates in private industry to 16 per cent from seven, more than 800,000 young graduates would still be looking for jobs, the report noted. Anyway, it was highly unlikely that industry's capacity would expand to such an extent.

Engineers and economists had the best job opportunities in industry, according to the study. While the prospects for law students had somewhat dimmed, sociologists, political scientists and psychologists bore the brunt of the problem with an unemployment rate of 12 per cent.

In the chemical and engineering sectors more and more jobs required academic qualifications, it noted. The trend was less marked in the banking and insurance sector. Job opportunities were best in the fields of data processing, management, trade and industrial research.

The growing "academization" of certain jobs meant that graduates pushed skilled workers out of their jobs or found jobs specially tailor-made for their university qualification, the study pointed out. However, "exaggerated demands" of many graduates, mixed with their lack of practical skills often put up barriers, as did legitimate demands by non-academic workers.

Many of the companies interrogated had expressed fear of a growing over-qualification of university graduates which, considering the limited number of appropriate jobs available, could lead to personal dissatisfaction and internal tensions.

All companies agreed that graduate unemployment could only be solved in a "concerted action" involving employers, unions, universities and the government. Students had to get more practical training and the number of graduates had to be adjusted to the nation's professional needs. Most important, however, the graduates themselves had to change their attitude; and become aware that a university degree was no longer an automatic key to a company board.

Left loses out in French advisory elections

from David Dickson

PARIS

Disillusionment with some of the university reforms introduced at the beginning of the year by the Socialist government of President Francois Mitterrand appears to be resulting in a swing towards the political centre among university teachers.

In national elections held last month for members of the committee responsible for advising the minister of education on conditions of employment in universities, the two major left wing university unions received considerably lower votes than they had done in the previous elections to the same committee, held in 1982.

In particular, a significant drop in support was experienced by Syndicat National de l'Enseignement Superior (SNES-Sup), which is affiliated with the powerful Federation d'Education Nationale, itself one of the strongest supporters of the Mitterrand government and the Socialist party. The share of the total votes collected by candidates for the advisory committee representing the SNE-Sup fell from 54.8 per cent to 40.3 per cent.

The situation was even worse for candidates representing the other main left wing campus union, the Syndicat General de l'Education Nationale, which is affiliated to the Confederation Francaise Democratique de Travail, a labour organization not linked to any particular party but which nevertheless tends to act as a friendly critic of the government. Their share of the vote dropped from 45.2 per cent in 1982 to 23.9 per cent.

In contrast to these results, a more middle-of-the-road union affiliated to the Force Ouvriere (FO) organization, previously almost unrepresented on the advisory committee, managed to obtain 35.8 per cent of the total vote, giving it five out of the 15 seats on the committee reserved for representatives of university staff.

The latter union claims to have benefited substantially from defections from the other two main unions, principally by those who feel that the government has gone too far in its reforms which are aimed at giving a greater professional content to undergraduate courses and to increase the involvement of all ranks of university staff in academic and administrative decision making.

Move to stop the brain-drain

from P. E. Burke

OKLAHOMA

Budget problems brought about by "Reaganomics" and the fall in oil revenues, which provide funds for universities in Oklahoma, have resulted in salary freezes at Oklahoma State University and a move to stop the "brain drain" at the University of Oklahoma.

According to Dr William Banowsky, dean of the University of Oklahoma, some academic salary increases are to be paid out of donated funds in a move "to honour and keep outstanding teachers and researchers and to restore optimism on campus".

"This period of austerity has sapped the enthusiasm of many of our best teachers and researchers and we face the very real danger of losing faculty members to other universities and to industry," Dr Banowsky explained.

The matter of "poaching" Oklahoman academics by out-of-state colleges and by industry was becoming a matter of concern and the term "brain drain" was becoming widely quoted.

In order to better its finances the University of Oklahoma has decided to require students from abroad to deposit their tuition fees for an entire academic year in advance.

Meanwhile, a university-wide survey conducted by the Faculty Council of Oklahoma State University says about half the faculty are now "actively looking for another job because of past, present or proposed budget reductions".

Oklahoma State University has a speciality in agriculture and horticulture and is reckoned to be among the top half-dozen colleges with this speciality in the United States.

Other universities and private interests are already approaching these OSU scientists with tempting salary offers and research programmes. "Our staff are being strongly recruited now because others have heard about the budget crunch here," said Dr James Osborne, head of the Land Economics Department at OSU. "They know the stature of our members and some of the new ones that we have hired in the last three years."

Dutch minister clarifies new degree structure

from Jessica Kuper

LEIDEN

The uncertainty surrounding the new Dutch degree structure has now been removed, following an announcement by education minister Mr William Deetman.

In 1981 a radical change in the degree structure was introduced by the then minister of education, Abraham Pais. The traditional five-year degree (which often took 10 years to complete) was to be replaced by a four-year degree, which had to be completed within six years.

Advertised at the time as an "Anglo-Saxon" degree structure, there was, however, some confusion as to whether the four-year degree was to be equated with a bachelor's or a master's degree. Student and faculty opposition was fierce, and professional associations threatened to withhold recognition from new graduates.

The minister accordingly promised that willing and worthy students could proceed to a second-stage degree, which would carry further professional qualifications, or provide a first experience of research. The plans were vague, nevertheless.

As the first crop of new-style students approach the end of their four-year degrees, Mr Deetman has announced that for the vast majority there will be no second step.

Teachers' training will be given in teachers' training colleges, and other vocational courses will be handled on the job. Only in the medical faculty will planned second-phase training programmes be implemented. Further, only 1,500 students nationally will be allowed to proceed to research each year. It is generally expected that these proposals will become law before the summer recess.

● A further 2,000 jobs will disappear in Dutch universities in the next 25 years, according to plans tabled in Parliament by the minister of education. In the year 2010, according to the plan, there will be 2,260 professors, 500 fewer than at present, and proportionate reductions in the lower grades. These job losses accompany a restructuring of the academic corps, introducing a strict restriction in the number of staff who will be promoted to the grade of senior lecturer.

Theological apartheid clash

from Carolyn Dempster

JOHANNESBURG

A theological division over apartheid as heresy has resulted in a week-long boycott of lectures by the entire theological student body at the coloured University of the Western Cape.

The 110 boycotting students, all members of the theological student organization Koinonia, have stated that they will not attend lectures by seven white lecturers until the lecturers resign from the white Nederduitse Gereformeerde Kerk (Dutch Reformed Church).

Their action was prompted by the confrontation between the white NGK and its coloured counterpart, the Nederduitse Gereformeerde Sendingkerk (NGSK).

In a declaration of 1982, the coloured NGSK declared that the moral and theological justification of separate development – apartheid – was a heresy and went against the spirit of the gospel.

Last month the general moderature of the white NGK denied the Status Confessions and said the application of separate development "in brotherly love and justice" did not go against the tenets of the bible.

The students have demanded that lecturers who hold dual membership of both reformed churches, surrender their membership of the white NGK. They have also resolved that in future, guest lecturers in the theological faculty will have to prove, through teaching and action that they find apartheid contrary to the essence of the gospel of Jesus Christ.

The students are currently in consultation with the university authorities, the lecturers and the curatorium – a body which oversees the theological school and which is headed by Dr Allan Boesak, president of the World Alliance of Reformed Churches.

'Less advanced' worried about mobility

from D. B. Udalagama

COLOMBO

The problem of free mobility of students, particularly at postgraduate and research level, was one of the vexed questions which engaged the attention of the Association of Commonwealth Universities at its council meeting in Sri Lanka.

It was noted that in the wake of the United Kingdom fee increases for foreign students, several other countries in the Commonwealth, like Australia and Canada were doing likewise. This affected student mobility and the situation was becoming more difficult.

It was agreed that the association should try as far as possible to ensure free mobility whtch also helped countries which were less academically advanced. It was pointed out that foreign students' research enriched the host country.

The role of government or grants committees towards the universities, was the topic which provoked the greatest interest, if not controversy. It was agreed that the ultimate aim should be for little or no control of universities by governments or grants committees.

But it was noted that each country had its specific problems and that the conference could not with one voice say how things should be.

For instance in Sri Lanka the problem was how to maintain standards and, eventually, to raise them. There was a long way to go before the younger universities could call themselves fully-fledged. Even the established Colombo and Peradeniya universities had their shortcomings.

Staff and other facilities in Sri Lanka were limited and if certain courses were set up in several universities, it would only dilute higher education.

The other main topic was the contribution by universities to appropriate technological developments.

Getting the wheels of industry rolling

by Peter Mauger

China's drive for modernization is limited both by financial restrictions and by the shortage of technicians at all levels. The present campaign to convert up to half their senior middle schools to vocational schools of all kinds is handicapped by the distrust of parents for this kind of education but also by the shortage of suitable teachers. A new kind of normal college for training technical teachers is now being started with three prototypes – in Changchun, where most of China's trucks are made, in Nanjing (Nanking), where the college concentrates on the building trades, and in Tianjin, China's second biggest industrial centre.

Last autumn I was shown over the Tianjin Technical Teachers' College by the vice president, Qi Shuhua, formerly professor of mathematics at Tianjin's Nankai University, and Madame Yuan Fengyin, a professor from the famous Technical University of Qinghua in Beijing (Peking).

The college was established in 1980 and recruits students through the national university entrance examinations, with the fairly high minimum mark of 400/600. At present there are three departments, mechanical engineering, automation and mathematics and physics. A computer department and a section on management training will be added later. All *ben ke* (four-year) students study politics (including political history), philosophy, political economy, physical culture, English, psychology, pedagogy and methodology, theoretical basic knowledge, including higher mathematics, advanced physics and technical skills and education are taught in their departments.

Last September courses for *zhuan ke* (two-year) students were started in machine building and industrial electrical automation, for unqualified teachers in technical schools.

A technical school is attached to the college, with two aims, firstly to provide a place for college students to do their teaching practice, and secondly to train technicians. The students are enrolled from junior middle schools by national examination; on graduation they will work in Tianjin factories. There are 400 students in this technical school, on a three-year course.

A factory, also attached to the college, enables the *ben ke* students to do practical work, and they take the young students from the technical school into the factory to practise demonstrations. The factory pays its way by producing up to 200 pieces of machine tools every year, and trains 150 mechanics and electricians for various enterprises every year.

At the present time there are 560 college students and a staff of 130 teachers, plus a research section for technical education with 40 workers, some of whom are full-time, while others are distributed over a dozen provinces and cities.

Tianjin Technical Teachers' College is still in the initial stage of development, which explains its very generous student/teacher ratio; starting from next academic year a pedagogical department for technical education and additional departments specializing in other scientific and engineering fields will be set up. By 1986 the total roll is expected to be 1,600. With the development of technical education the college will be progressively enlarged, and by 1990 will be a multi-tiered technical education centre.

The college is well-equipped, with modern machinery, both domestic and foreign, 18 laboratories and a library with 50,000 books and over 700 Chinese and foreign periodicals. Unusually, the college has a high proportion of women students – over 30 per cent, and Professor Qi said that he would not be happy until it was up to 50 per cent.

The college has an unusually high proportion of women students.

All-out attack on the assumptions

Ngaio Crequer analyses the universities' responses to the UGC debate on strategy

Numbers that don't add up

Almost every submission challenges the tacit acceptance by the UGC of Government demographic assumptions, and the Royal Society, CVCP and the Association of University Teachers evidence is lined up to the contrary.

Ulster says that estimates of demand in Northern Ireland are markedly different from those of the DES. There is also the Northern Ireland trend of strong participation by mature students.

Leeds says demand for graduates is unlikely to diminish, and they point to the contradiction of trying to reduce university funding, but diverting higher proportions of students towards science and engineering. Leeds, Birmingham and others question the close tying of funds to student numbers.

Sussex says the age participation rate is too low and not enough regard has been paid to the need for a "well-educated citizenry." Government policy should be that opportunity for "the less fortunate" will increase. They mention special groups like immigrant communities. It is utter folly, socially and economically, not to recognize the need for an increase in students numbers.

Essex and Sheffield too, want wider participation.

Stirling says the UGC should be willing to raise targets if universities can raise outside money for posts. St Andrews would like to determine its own student numbers (and be funded accordingly), and its own tuition fees, giving more power to student choice.

On the proposed shift towards technological, scientific and engineering courses, there is some disagreement. UWIST, UMIST and Heriot-Watt are ready to respond, and Salford would like to see the UGC showing that it was in favour.

But there is a strong and more substantial opposition to the policy. Bath, also, like the above, a technological university, says the country would not be well-served by a massive shift, the civilising effect of the arts could not be disregarded.

Hull's attempts to move towards the sciences was arrested by the 1981 cuts, but it says, "no student is worse off than one with an unwanted vocational skill".

According to St David's, Lampeter, attempts to convert arts students to scientists are a ploy because material of school standard is taught by university teachers who a) are not good at it, b) are more expensive, and c) resent having to do it.

Durham says it would be unwise for the shift to go any further. Demand anyway was so high that there was an element of nonsense in planning for something which need have no relevance for them.

Leeds and Bristol would not want further reductions in their proportions of arts students, Nottingham is uneasy about the desirability of the shift because of the lack of success of previous manpower planning. Warwick is against, and Queen's says it would be costly.

Nor are universities happy with the stress on vocational subjects. Sussex says it is dangerous to distinguish too sharply between vocational and non-vocational. The most important products of universities are trained, critical, flexible and open minds.

UEA says industry and commerce say they want above all people who think independently, critically and creatively. Aberdeen is saddened by the undervaluing of the humanities and social sciences in Sir Keith's letter, which is frankly philistine.

The shortest university answer to the University Grants Committee's 28 questions on a future strategy for higher education is from University College, Cardiff.

The second of the seven short paragraphs read: "Fairly soon after Churchill took over direction of the war effort in 1940, he was asked what his plans were. His reply was 'KBO'. When asked what that meant, he replied 'Keep buggering on': that is precisely what Cardiff proposes to do . . .

Probably fortunately other universities were not so laconic and in these two pages we analyse what they have said, taking the broad themes of research, money, the UGC, courses, numbers and closures. Every institutional response has been read. In the case of Ulster the views are those of the New University of Ulster working party, and of Aston (the only university which refused to submit its response to *The THES*) those of the draft reply.

As though by previous arrangement almost every university begins by attacking the demographic and financial assumption behind the questionnaire. Some hit harder. It is requests for advice on policies already decided upon, says Southampton. It is about instruments of policy, not policy itself, says Lancaster.

It is not about higher education at all, but methods of cutting expenditure, " a deplorable way to treat the parable of the talents" says Heriot-Watt.

A number chide the UGC for not saying that more money must be provided just to implement Government policy on raising standards, and meeting demands for engineers. London, York, Lancaster, Bradford, UEA and Hull want a clear statement on the role of universities and higher education, and some say what that is.

Only Aston says: "The letter is a genuine attempt to gather information from universities, and the UGC is seeking the least contentious solutions."

The universities are short on positive proposals themselves, save adequate funding on a longer planning horizon, for solving some of their problems.

There is popular support for exchange of staff, and York says that with increased electronic communication, travel might not always be required, in order to share staff. Liverpool suggests a "university service" like the civil service, with permanency of employment, but mobility of staff round the system, as demand dictated. Aston suggests increasing use of self-study and computer-based instruction. The universities give strong support for tenure.

Imperial may have found the pot of gold. The USS (universities superannuation scheme) has £200m per annum to invest. A fraction of that could be invested in student residences, the modernization of catering, development of real estate.

Bath wants rate levels rolled up, recurrent grants to give universities an incentive to minimize rates expenditure. Leicester suggests that multinational companies that want to establish or expand here should guarantee a proportion of their research expenditure to higher education institutions.

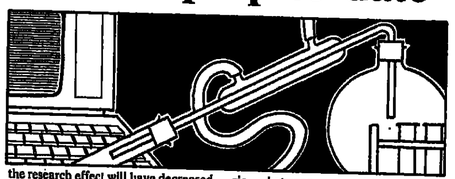
If the going gets tough Glasgow talks of charging £200 per person per day for their staff involved in Government or local authority consultancy work. They also suggest full reimbursement through tax relief of industry's research expenditure in universities.

However, there are some more eccentric touches. Brunel, talking of its success, notes that in a recent list of "high technology millionaires" who quoted their universities of origin Brunel was the only one that appeared twice.

Public relations gets two mentions, from Swansea who say that previous experience courses are good for public relations and from Aston who say that information officers should present the importance of universities. Aston has still failed to replace its departmental information officer.

Finally, good news for Bradford, Birmingham and the like. Brunel suggests that any policy of closures must agree the condition that it includes a university whose name begins with B.

Pressing need to keep up to date



The universities are almost unanimously against earmarking of grants, with only Salford accepting a partial earmarking system. The attitude to "indicating" research money is less firm, with many institutions seeing it the same as earmarking, but Newcastle, City, Stirling, Imperial, Heriot-Watt, Brunel, and possibly Hull and Kent being in favour.

Birmingham would like more guidance from the UGC, possibly after visitations, and London, and possibly Oxford, supports the idea that universities should prepare research plans and give these to the UGC, to assist them in triennial reviews.

Lancaster summarizes the arguments against earmarking. Universities are better at making these decisions themselves because: selectivity is often appropriate as between one part of a department's activity and another, growing points may lie between disciplines, and data must be historical, which means that flexibility, innovation and new developments are less likely to attract support. And others point out that it is an attack against institutional autonomy. As Birmingham says, "new blood" is earmarking.

Salford would be in favour of a system whereby a part of funds is earmarked for research, but not by subject. Stirling says the UGC should indicate how much money has been set aside at national level for each subject.

Durham says earmarking is only sensible when money is provided for new specific projects.

A large number of universities agree that research has been hit worse than teaching. But not all fall in with the implication that science has been hit, but not the arts.

As Leeds says, research in the arts is not undertaken at zero cost, and Leeds, Aberdeen, Southampton and Glasgow call for a humanities research council. Glasgow wants one for law too. Bangor wants the UGC to say it supports research in the arts.

Glasgow, Edinburgh, Manchester and Sheffield refuse to accept the distinction made by Sir Peter Swinnerton-Dyer between scholarship and research.

The universities all say why research has been hit. There are fewer staff to do it, support services have been cut, "travel funds have diminished, teaching load has increased. Glasgow says that contract research staff (one quarter of all academic staff) work in unsatisfactory conditions, in great insecurity.

A number talk about library cuts. Lancaster, has had a 20 per cent reduction in book and journal purchases. Warwick says the cost of books is putting some research out of reach. Swansea points out that the need to purchase journals and abstracts in science departments is overriding the need to buy undergraduate texts.

Reading says that by October 1985 the research effect will have decreased by one quarter. Bristol says expenditure on departmental and laboratory maintenance per full time academic fell by 52 per cent between 1971 and 1983, and expenditure on research grants rose by 40 per cent in the same period.

They want the UGC to take account of the inability of the university to attract research grants. Numerous universities mentioned the problem of staff having to spend more and more time fund-raising.

St Andrews says that only determined efforts prevented the 1981 cuts resulting in overall reduced research effort. Brunel, although it had to cut staff because of 1981, says that this had such a psychological effect, that there has been a marked increase in research. They, uniquely, suggest a funding mechanism to promote collaborative research between universities and polytechnics.

Aston alleviated the burden on research by closing departments, reducing teaching contact hours to facilitate research, and creating larger classes.

Sussex, which says teaching is its primary commitment, says you cannot simply call for greater efficiency. "You cannot simply advise the historian to write better books faster or a chemist to do better experiments quicker: both have lost the essential ingredient of time; and that time cannot be brought back at the expense of teaching which must always come first." UWIST quotes its students union that additional effort on research has adversely affected teaching.

Hull, UMIST and Imperial are concerned about the number of alpha rated projects which go unsupported. Hull says that within institutions research funding should be related to cost and not "highly debatable assessments of the comparative 'value' of research in different subjects."

UMIST refers to the increasing number of young academics unable to attract research council funds because they have no track record. They also talk of the need to bail out research council grants to research council grants to pay for capital equipment. Imperial says selectivity has gone too far when one research council has an "alpha-unfunded" category.

On selectivity universities tend to agree with existing practice, UGC and research councils making funding decisions between competitive projects, and universities making internal choices about how to spend their money.

Oxford says research should be determined on academic criteria. They are against putting too much money into areas which seem to lead to "applicable" results. They are in favour of allocating funds to research projects in open competition but against "a centrally predetermined pattern for policy in the allocation of research funds because this would tend to ossify such a pattern for the indefinite future."

Leicester says, "selectivity dictated by lack of funds is at best demoralizing for the borderline applicant who is conscious of the quality of his/her work, and at worst such decisions may appear faddish, political or capricious."

Every university that mentioned the subject supported the dual support system, and usually added that it must be restored. The universities are meant to run "well-found" laboratories but Leicester says the standards of "well-foundedness" are getting higher because of increasing technological sophistication.

Taking selectivity away from universities might eventually lead to designation of institutions as teaching or research, says Leicester. They put a strong case against this, mentioning that this would ignore the continuous stimulation of research and teaching.

Glasgow, Reading, Manchester, Southampton, Oxford and Imperial refer to the problems of out of date equipment. To get up to date, says Imperial, would need a single injection of 10 times the annual equipment grant, followed by annual grants of several times the present level.

Edinburgh says obsolescence in teaching equipment has become the norm in several departments. For Cambridge, "there is a limit in modern science to the extent to which sheer intellectual brilliance can carry the day without the necessary investigatory tools."

Finally, although most universities welcomed new blood "most stress the disadvantages: the distortion, lack of university autonomy, and the fact that now it only exists at the expense of other university resources. A great many do not wish to see it continued in present form.

Poly-bashing kept to a minimum

Salford, as usual, pulls no punches. "The large number of small institutions in the public sector gives adequate scope for significant rationalization. It appears to make no sense to continue seriously to damage the universities while retaining provisions in the public and direct grant sectors for the acquisition of studies degrees."

In fact there is not a great deal of poly-bashing in this context. Nottingham, which would be dismayed by closures, says the polys could do more degree work. Newcastle says a substantial number of institutions should be preserved "even if the next tier of higher education must concentrate on teaching of a different kind."

St Andrews and Heriot-Watt think they should not have been asked questions on closures. For York the only reason for closure would be a political decision and the UGC should not be a party to it. On the basis of numbers, and the need for more research, there was no reason for closure between now and 1995. Nor does Hull think there is a substantial case for closures.

Manchester is publicly split. Although senate is opposed to closures, council insisted on adding a note to the submission to say that savings of one per cent per annum made closures a serious possibility. If they proved necessary, they should be done quickly. Neighbours UMIST agree – do it quickly, and independently of Government.

Businesslike City spends a little time telling the UGC how to go about it. Reading believes that if there are drastic reductions in student numbers, mergers or closures are unavoidable. Birmingham, too, though it does not accept the projections on numbers, says that if they are right, closures would be necessary to preserve standards.

Aston, which thinks that departmental closures are "relatively easily done" discusses the possibility of tiers.

Glasgow and a number of others think that before there could be significant closures or mergers there should be a Royal Commission to examine provision overall.

Scenarios of bankruptcy, closures, redundancy, mediocrity

Further cuts of the kind referred to would be "disastrous" say London, Cambridge, and Leeds.

The universities were asked to comment on the effect of a 1 per cent or 2 per cent cut per annum to the end of the decade. The replies are gloomy reading: compulsory redundancy, course closures, worse staff student ratios, lowering of standards, less research, an end to innovation, the breakdown of services and a trend towards mediocrity.

For Southampton, Queens and Bangor bankruptcy or non-viability would be the result. A 1 per cent cut for Leicester would reduce staff to "barely supportable" levels. Two per cent would so damage the university that "it might still exist in name. As a university, accustomed to standards of research and teaching at their present high levels, it would be dead."

Glasgow produces eight pages of financial models to show the effect. A 2 per cent cut would mean the closure of eight arts departments. The library could do little more than

upgrade undergraduate texts.

Glasgow, London, Southampton, Nottingham and Liverpool fear they would be unable to satisfy professional requirements demanded in medicine, or dentistry. Many universities are worried about effects on the National Health Service.

At 2 per cent City would become fossilized. But they argue for special treatment, preserving the recurrent grant and allowing them to take privately funded additional students. Their grant, based on 2,020 students is "irreducable" if standards are to be maintained.

At Oxford "libraries, museums and buildings would have to be seriously, if not scandalously neglected". The damage would be so great recovery would be laborious, if not impossible.

Imperial would have to close two departments. As every one of their departments, they claim, is one of the best in the country, and all are directly relevant to the country's wealth creation, the foolishness of such thinking was self evident.

Newcastle would have to contemplate closure of halls, catering, health and careers services.

One per cent would mean for Salford a 56 per cent cut over ten years. On 2 per cent they could not make a rational response on closures. At Manchester, where 140 academics have already left, there is little room for manoeuvre.

At St David's Lampeter no changes could be made unless staff retire, or they were promoted or there was the "ultimate promotion".

Bath finds the question "almost incredible" after 1981. It wants the UGC to challenge Sir Keith "to lift him out of his despairing and dispiriting view of higher education". Bristol wants to see the UGC publicly putting the case for more resources.

A reduction in resources would mean a swing away from science to less expensive subjects, says Bath, Keele, Southampton, Stirling and Leeds.

It would be incomprehensible to cut back engineering courses when the Engineering Council is calling for more funds, says Surrey.

Bangor, Glasgow and Birmingham say that before such cuts could be implemented a major reappraisal or a new "Robbins" would need to be considered.

At Brunel the worse cuts would mean 9 out of 17 departments would be unviable. A task force is already examining the implications.

But for Aberdeen "We cannot usefully be willing accessories before the fact to our own mutilation and we decline to give a detailed response to the destructive hypothesis in question two".

How the UGC goes about its job

There is widespread and trenchant criticism of the University Grants Committee. It is too close to the Department of Education and Science, the nature of its role has changed, it must be more open and explain its decisions, and its secretariat must be strengthened to enable it to do its changed management job.

Many universities stand by the constitutional position of the UGC but point to its departure from its own standing terms of reference. Its independence or closeness to DES is questioned by Manchester, Hull, St Andrews, Kent, Southampton, Birmingham, Heriot-Watt, London, Bath, Edinburgh, Stirling and York.

St Andrews says since the late 1970s the UGC has become an arm of government, rather than a buffer. It must restore its role and win back the confidence of the universities. There should be better dialogue between UGC and universities, written reports after visits, and reasons for funding decisions. Nor should it dictate what universities teach.

Birmingham too says the UGC has been acting as an agent of Government rather than the universities, and they want this corrected. They are concerned about direct Government encroachment through the DES, and they are also worried about last-minute adjustments to grant. They urge openness, and the recruitment of the UGC's own staff.

Manchester says it should be seen to express more frequently views independent of Government. There should be more openness of discussion of criteria for making decisions, and it should be more representative of the university system.

Hull says the secretariat should be independent, not DES-based, "more information and less prejudice" harking back to the phrase that the UGC based decisions on "informed prejudice".

For Heriot-Watt it will only retain credibility if it demonstrably supports the cause of higher education in a positive way. It should not act primarily as an agent of Government.

There should be explicit reasons for recommendations. Subcommittees should be more professional, with written reports after visits. It should not be dominated by academics but should draw on a range of expertise from industry, the professions and elsewhere. It should cease being part-time, but there should be full-time secondments.

At Bradford a significant number of staff think fundamental reform is necessary to make it more representative. Suggestions now are an increased main committee, but a reduced length of membership from five to three years, to involve a wider group of

academics. The subcommittee role should be strengthened.

Aston wants advance notice on its thinking so that representation can be made.

Southampton is another that says staff links with the DES should be severed, and there should be recruitment from other Government departments. Perhaps it could relate through the Privy Council or Treasury.

Cambridge, too, questions whether being in with the DES, whose major preoccupation is with schools, is the best arrangement. Some would prefer a return to the Lord President's Office.

Warwick says the pressures of contraction are imposing a more detailed and critical role on the UGC in assessing universities. In 1981, they say, it concerned itself less with the capabilities of universities and more with the development of subject areas. This has gone too far, both as an approach to university planning and operation.

Edinburgh thinks the UGC needs to regain the universities' confidence, and must be strengthened. Its standing with both universities and government has declined. It should be seen putting university views more explicitly to government. There should be a larger non-university, non-educational membership. Edinburgh is one of a small number of universities that proposes some kind of regional link-up with the UGC.

According to Imperial College, the main role of the UGC has been to impose on universities the consequences of DES or Government decisions, rather than advise Government on the needs of universities.

There should be more members, or more time spent by members, and a bigger staff. "It is absurd that the UGC has a smaller secretariat than the National Union of Students." There should also be, on site, adequate means of collecting and processing information.

Glasgow says the UGC has failed in both its main charges, ensuring the universities are adequate for national needs, and representing universities to the government. The UGC must reassert itself, and publicly.

The problem, says Essex, is that they are too involved in the day-to-day running of universities. They should only be concerned with broad indications of national need.

Oxford is worried about the UGC's increasing direction over how money is spent, and concerned at the stop-go nature of Government funding. Swansea says the committee should not rely on out of date information and impressions.

For London, there is increasing direct DES involvement in detailed issues of university management and planning. Bath says the UGC is weakened by the influence of the DES, it should be closer to the professions, manufacturing industry and commerce. Leicester suggests more lay members. Ulster, uniquely, wants trade unionists on the committee.

A part-time UGC is not well-designed to perform the detailed management role it has assumed, says Stirling. This more directive function is unsuitable for a body not accountable to Parliament.

It proposes a regular, say seven year academic audit of each university conducted for the UGC, not necessarily by committee members. The audit would depend on quantitative information and peer judgment, and the report would eventually be released to the university.

Stirling is alone in favouring some kind of over-arching body, which would embrace the present functions of the UGC, the NAB, and some aspects of the Northern Ireland and Scottish offices.

But York says the UGC and NAB should present joint submissions to the DES on strategy. Together they should make the running on matters of educational principle and even, if need be, challenge the Government's interpretation of the application of economic and financial policy to education.

Only City University thinks that if the UGC were to distance itself from government, "the DES would need a separate means of ensuring that public interest was satisfied."

Liverpool, which wants a faster turnover of membership and inclusion of people like registrars and bursars, says officers should serve for longer periods "if not for life, at least for a significant number of years." They doubt the value of visitations but would prefer more frequent, informal visits by smaller groups.

Salford repeats its views on the UGC. It has no confidence in it, saying it is intellectually partial, managerially weak and administratively overstretched. The current system produces a "UGC standard model". Salford would prefer to deal with the DES or other Government departments.

Finally, and perhaps appropriately, to Leeds, where Sir Edward Parkes, former UGC chairman is vice chancellor. "A clear re-statement of the UGC's independence from DES would be timely and welcome." They suggest two changes, UGC advice to the Government should be made public, and there should be more openness between committee and universities.

Questions and answers

The University Grants Committee asked 28 questions covering resources and student numbers, capital, balance of subjects, dependence on public funds, the nature of universities, validation, tenure and premature retirement, the Leverhulme proposals and the role of the UGC.

There were 571 responses, broken down as follows: 55 from universities, 12 from vice chancellors and university officers, 290 from groups within universities, 103 from other bodies (ie national bodies, research councils, etc), and 111 from individuals.

The UGC will submit its response to Sir Keith Joseph by the end of the July. The Government, in reply, is likely to issue a Green Paper.

Universities would like to see stronger, broader schools

Not a single university favours a two year degree course. Many see good arguments for broadening the sixth form, but most add the caveat that this could only be done by extending degree courses to four years.

Leeds and Imperial would like to see science and mathematics strengthened in schools, and a better understanding of engineering. Imperial would not favour the universal replacement of A levels but says it wants some broadening without significantly reducing standards in specialized subjects. The assumption that boys and girls should study a different mix of subjects should be attacked.

No one is in favour of a broader sixth form for some (those who want it), but not others. Or as UEA puts it, "the pressure on universities to exhibit the highest possible A level scores for their intake in order to prove their academic quality and the reluctance of schools and students to take risks with their chance of entry, mean that any optional broadening would almost certainly fail. We favour a universal change in the sixth-form curriculum."

There is virtually no support for a longer academic year. We are a 12-month institution anyway, says Salford. Southampton is prepared to look at changing the pattern. Lancaster already has and discovered more disadvantages than advantages.

As more than one answer stresses, and not just from the Scots, Sir Peter Swinnerton-Dyer did not understand the Scottish system when he wrote his letter. His characterized their degree system as 2 plus 1, rather 3 plus 1. The Scots put forward their broader school system as a model.

Opinion is against any form of validation for the universities like the Council for National Academic Awards. Everyone is very happy with the external examiner system.

Brunel says that ending CNAA accreditation would force an association between the universities and post-graduate and graduate work of polytechnics which would lead to a re-definition of the intellectual standards of degrees.

Edinburgh is in favour of replacing A levels with a more broadly based curriculum. It notes that the Leverhulme conclusions were not checked for their accuracy, content or logic.

Keele makes the point that in their dual honours system they already provide the breadth that others are looking for.

Heriot-Watt says universities and schools in partnership can facilitate a shift to science-based courses. University staff could work for short periods in schools, and schools staff and pupils could do projects in universities.

Oxford says there should be more flexibility in the higher education system. Many students could benefit from different types of teaching. It says it is willing in principle to enter into discussions on credit transfer. A broadening of the sixth form is urgent. A number of universities call for easier transfer of students across the binary line.

But for Warwick increasing competition is already putting pressure on pupils to take four A levels. UMIST is also concerned at the emphasis given to A levels. They give weight to school reports and motivation. They are worried that if there was a broadening, the national demand for highly trained graduates in industry and commerce would not be met.

York proposes that rather than two-year modules, universities and polytechnics could set up on campus extension colleges offering courses, pre-degree schools for post-school age groups.

"Quite apart from meeting the case for positive discrimination towards deprived groups and thus helping to expand the constituency for higher education, this layer of activity might well play a part in institutional collaboration across the binary line."

On accreditation again there are mixed views. While many universities are generally happy with their experience of accreditation by outside bodies, there is considerable concern that the process inhibits innovation.

It is also very difficult to strike the right balance between the detailed requirements of the professional body and the more general educational needs of the subject. A number of universities mentioned difficulties in engineering.

Oxford gives the full picture. It says that following the establishment of he Engineering Council, the professional engineering institutions have so revised their criteria for accreditation that both this university and, it is understood, all other universities which offer a unified course in engineering or engineering science are finding it difficult to obtain accreditation."

In engineering science and economics, and in engineering, economics and management accreditation had not been obtained because the undergraduates would not obtain specialist knowledge of the relevant fields. "This is particularly serious in the case of the latter course, introduced at the specific request of the UGC and may well affect recruitment to it."

Oxford also says that in medicine the requirements of the Royal Colleges and their higher professional training committees may be so rigid they inhibit academic medicine.

Aberdeen says additional money may be necessary if accreditation bodies demand extra requirements. Nottingham says the pressure to meet these demands gives accreditation bodies a direct influence over internal resource allocation procedures.

NOTICE BOARD

Grants

GLASGOW
Dr R. G. Sutcliffe, £48,487 from the MRC (molecular genetics of human placental alkaline phosphatase); Professor J. Lamb, and Professor D. E. Richards, £20,252 from MoD (helicopter parameter identification); Professor J. M. Reid and Dr. R. O. Owens, £374,381 from SERC (experiments with Kelvin lab Mainz and MIT electron accelerators); Dr A. Shenkin, £19,000 from Kabi Vitrum (mineral balance during parenteral nutrition); Professor W. A. Harland, £21,293 from Scottish Hospitals Endowments Research Trust (investigation into sudden death in Glasgow); Dr J Shepherd. Dr C. Packard and Dr. A. R. Lorimer £18,142 from Scottish Hospitals Endowments Research Trust (metabolism of atherogenic lipoproteins in the plasma).

BELFAST, QUEEN'S
Dr G. B. Wisdom, £10,279 from Eastern Health and Social Services Board (the identification and measurement of tumour markers); Dr J. M. Rea, £2,720 from EHSSB (histocompatability antigens and aging); Professor A. H. G. Love, £11,368 from EHSSB (trace element metabolism); Professor K. D. Buchanan, £10,000 from EHSSB (radioimmunoassay for substance P); Professor M. J. Cinnamond, £10,184 from EHSSB (multidisciplinary screening procedure in neonates at risk of hearing impairment); Dr J. D. Biggart, £8,316 from EHSSB (acoustic elastic lamina during aging and atherosclerosis); Mr. P. C. H. Watt, £9,356 from EHSSB (pre-malignant and malignant changes in post-operative stomach); Mr G. W. Odling-Smee, £6,556 from EHSSB (haemoglobin liposomes as blood substitutes); Dr H. W. Van Der Berg, £25,048 from EHSSB (bone resorption by human breast cancer cells in vitro); Professor R. G. Shanks, £11,235 from EHSSB (sympathetic nervous system in asthma); Dr J. G. Kelly, £4,273 from EHSSB (adrenergic receptor control). Professor R. G. Shanks, £3,760 from EHSSB (antihypertensive and antidiabetic drug utilisation); Dr G. R. Harvey, £1,000 from EHSSB (intramedullary bone plug device); Dr R. J. McClelland, £2,250 from EHSSB (biochemical study of ECT); Dr J. D. Allen, £2,500 from EHSSB (high voltage shocks on cardiac tissues); Dr J. D Donaldson, £1,741 from EHSSB (individual bile acids); Mr P. F. Crookes, £2,888 from EHSSB (intraerythrocytic calcium in hypercemia); Mr S. T. Irwin, £5,782 from EHSSB (haemorrhorology and diabetic microangiopathy); Mr R. A. J. Spence, £2,185 from EHSBB (24 hour PH monitoring recording); Dr D. W. G. Harron, £7,004 from EHSSB (antiarrythmic drugs); Dr H. W. Van Der Berg, £5,816 from EHSSB (recombinant interferon and tamoxifen); Dr M. B. Finch, £4,824 from EHSSB (patients with Raynaud's phenomenon); Dr H McA. Taggart, £1,437 from EHSSB (drug compliance in elderly population); Dr J. J. McGarvey, £40,000 from SERC (single and mixed-valence transition metal complexes); Dr B. Bates, £32,580 from SERC (astronomical spectrophotometry and UV spectroscopy); Professor K. D. Buchanan, £10,000 from SERC (substance P); Professor W. S. B. Lowry, £6,500 from SERC (oncological research).

KEELE
Dr C. Phillipson, £62,923 from Health Education Council (training and elderly people); Dr R. Duncan, £47,700 from Medical Research Council (soluble synthetic polymers as drug carriers); Dr A. Evans, £32,430 from SERC (nova dust shells); Professor C. Arme, £28,000 from MRC (host parasite interactions in hydatidosis); Professor G. Kelling, with Professor Gokcen of Cukurova University, BFr275,000 from NATO (tectonosedimentary evolution of Adana basin and Misis complex, Turkey); Dr P. Borrell, $13,685 from United States Air Force (high temperature kinetic and spectroscopic studies of chemical intermediates); Mr A. Treherne, £600 from Royal Society (history of science).

Honorary degrees

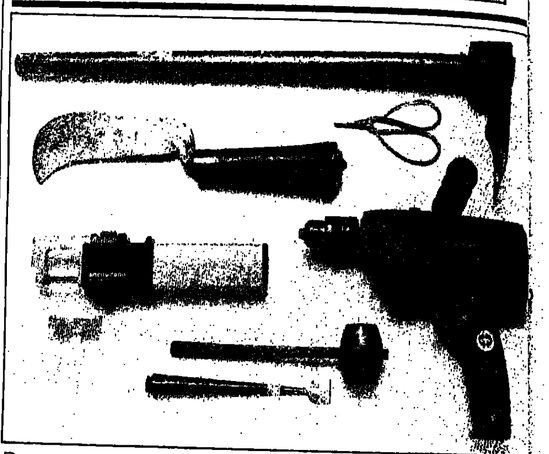
UNIVERSITY OF WALES
LLD: Mr Edwin Stevens for work on the design and manufacture of electronic hearing aids; Professor John M. Thomas, for distinguished contributions to physical chemistry; Councillor Mrs Olwen Aitkin, for services to local government in Wales, particularly as Lord Mayor of Cardiff.
DSc: Professor Tian Zhao-wu, for distinction in physical chemistry and as an academic administrator, particularly as president of Xiamen University; Sir Leonard Wolfson, for contributions to public life and to the advancement of higher education.
Professor Henry Walton of the Edinburgh University department of psychiatry is to have the honorary degree of Doctor of Medicine conferred by the University of Uppsala on May 29.

Appointments

Ms Marilyn Seeckts, formerly of the public relations unit, Metropolitan Borough of Stockport, is to be publicity and public relations officer at the City of Birmingham Polytechnic.
Mr. John L. Paterson has been appointed principal of Edinburgh College of Art. Mr Paterson was formerly head of the college's school of design and crafts.
The new deputy vice-chancellors at the University of Southampton are to be Professor Steven Robertson, professor of mathematics, and Professor Ken Kilton, professor of financial control in the department of accounting and management science.
The University College of Wales Aberystwyth has announced the appointment of Emrys Wyan Jones to the post of registrar. Mr Jones is at present registrar of the University of Wales.

Events

"The Logic of Nuclear Deterrence"; the fourth in the Polytechnic of North London's series of philosophy lectures will be held on Thursday, May 10 at 5.30 pm in room P7 of the polytechnic's Kentish Town building. The speaker will be Alec Fisher of the University of East Anglia.
The University of London School of Slavonic and East European Studies is holding a special lecture on "Adropov and some Russian Nationalists" on Tuesday, May 8 at 5.00 pm in Room 349 of Senate House. For further details of the lecture and of the SSEES Eastern term series on "The Habsburg Monarchy in Transition 1890–1914", contact 01-637 4934 x4064 and x4091.
The University of Tyne's medical school celebrates its 150th anniversary in September 1984 with a week of lectures, tours and exhibits. For a full programme of events to be held from September 17 to 21, contact Tony Rylance on 0632 328511 x2067.



Promotions

UNIVERSITY OF WALES
(Prifysgol Cymru)
Readerships: Dr G. P. Ellis (applied chemistry – UWIST); Dr R. Narayanan (civil and structural engineering, University College Cardiff); Dr L. J. Rogers (biochemistry and agricultural biochemistry, University College Aberystwyth); Dr A. B. Subir (civil and structural engineering – University College Cardiff).

DUNDEE
Senior lecturerships: Dr S. W. Smith (English); Dr F. H. Hubbard (geology); Dr D. F. Griffiths (mathematical sciences); Dr D. K. Balfour (pharmacology and clinical pharmacology); Dr N. F. Emler (psychology).

Handtools, an exhibition of "extensions of the hand" on show at the V&A; Bolterhouse until June 1; John Pawson's exhibition of design emphasizes the aesthetic – and not always functional – properties of modern tool design.

Open University viewing

Saturday May 5

BBC1
6.20 Discovering Physics. Painting Potentials. (S271; prog 5).
6.45 Graphic Network and Design. Latin Squares. (TM361: prog 6).
7.10 Oceanography. Currents. (S334; prog 6).
7.35 The Handicapped Person in the Community. Goal Planning in the Community. (P251: prog 6).
8.00 Biochemistry and Molecular Biology. The Properties of Enzymes: 2. Cooperativity. (S312: prog 6).

BBC2
6.25 The Earth: Structure, Composition & Evolution. Tectonics and the Red Sea. (S237; prog 13).
6.50 Technology Foundation Course. UK Power. (T101; prog 8).
7.15 Probability and Statistics. Confidence. (M245: prog 6).
7.40 Art in Italy, 1480–1580. Michelangelo: The Last Judgment. (A352: prog 4).
8.05 Greece, 478–336 bc. Sculpture: the human figure. (A252: prog 3).
8.30* Arts Foundation Course. Mendelssohn's "Dream". (A103: prog 11).
8.55 Introductory Electronics. Feedback. (T292: prog 4).
9.20 Ethnic Minorities and Community Relations. The Promised Land: a postscript, Part 2. (E354; prog 11B).
9.45 Sociology in Society. A sample story of country folk. (MDST242: prog 4).
10.10 Society, Education and the State. Working in the National Interest. (E353: prog 3).
10.35 Introduction to Calculus. Iteration and Convergence. (M262A: prog 6).
11.00 Geology: Rock Textures. (S216; prog 6).
11.25 Science and Belief. Einstein's Belief. (A381: prog 4).
11.50 The Council of Education in Britain. School Closures in Berkshire: Policy & Practice. (E222: prog 7).
12.15 Mathematics across the Curriculum. Is the problem theirs? (PME233: prog 3).
12.40* Contemporary Issues in Education. Chancellor's School. (E200: prog 6).

Sunday May 6

BBC1
6.45 Industrial Relations. Hotels and Catering. (PT281: prog 1).
7.10* Basic Science for Technology. Thermodynamics in action. (T281: prog 3).
7.35 Policies, People and Administration. The Objector. (D306: prog 6).
8.00 Engineering Mechanics: Solids. Velocity Diagrams. (T232: prog 3).
8.25 The Nature of Chemistry. Transition Elements: oxidation States. (S304: prog 13).

BBC2
8.20 Biology, Brain and Behaviour. Pathways in the Brain. (SD286: prog 6).
8.50 Images and Information. The Third Dimension. (ST291: prog 9).
9.15 Evolution. Cousins of the air. (S364: prog 6).
9.40 Language in Use. The black English case. (E263: prog 4).
10.05 National Income and Economic Policy. Fiscal policy: is it stabilising? (D284: prog 3).
8.30* Science Foundation Course. Elements discovered. (S101: prog 12).
8.55 Social Sciences Foundation Course. Is social science really necessary? (D102: prog 12).
9.20 Maths Foundation Course. Learning and doing maths. (M101: prog 31).
9.46 State and Society. Broadcast rituals 2. (D209: prog 5B).
10.10 The Enlightenment. The Chateau and the Cottage. (A204: prog 7).
10.35 Man's Religious Quest. Sikhs in Britain. (AD298: prog 10).
11.00 Open Forum – 94.
11.25 An Introduction to Sociology. Life history interviews, 2. (D207: prog 12).
11.50 Biology: Form and Function. Differential gene expression. (S262: prog 12).
12.15 Organic Chemistry. Chemical Reactions. (S246: prog 7).
12.40* The Romantic Poets. The English Romantic Poets and Switzerland. (A362: prog 2).
13.05 Modelling by Mathematics. Crashing with safety. (TM281: prog 4).
13.30 Mathematical Models and Methods. The Modelling Game – Knots. (MST204: prog 13).

RADIO 3 (VHF)
8.55 Modern Art and Modernism. Artists and Philosophy: Roger Taylor. (A315: prog 11).
7.15 Personality and Learning. An anatomy of Reading. (E201: prog 12).
7.35* Seventeenth Century England. Propaganda and the Civil War. (A303: prog 6).

RADIO 4 (VHF)
7.35 Contemporary Issues in Education. Village Schools under Threat. (E200: prog 3).

Monday May 7

BBC2
6.05* Science and Belief. Einstein's Belief. (A381: prog 4).
6.30 Oceanography. Currents. (S334; prog 6).
6.55* Maths Foundation Course. Learning and doing Maths. (M101: prog 31).
7.20 The Earth: Structure, Composition & Evolution. Tectonics and the Red Sea. (S237; prog 13).
7.45* Technology Foundation Course. UK: Power. (T101: prog 8).
8.10 The Nineteenth Century Novel and its Legacy. The novel and television. (A312; prog 6).
8.35* Decision Making in Britain. The Management of Advancement?. (D208: prog 5).

RADIO 3 (VHF)
6.35 Arts Foundation Course. Music and Words. (A108: prog 12).
23.20* Instrumentation. First Order Response. (T291: prog 3).
23.40* Technology Foundation Course. National Power. (T101: prog 8).

RADIO 4 (VHF)
23.30 Management Issues in Post Compulsory Education. Title to be announced. (E324: prog 1).

Tuesday May 8

BBC2
6.05 Modern Art and Modernism. Cubism. (A315: prog 12).
6.30* Art in Italy, 1480–1580. Michelangelo: The Last Judgment. (A352: prog 4).
6.55* Biology: Form & Function. Differential gene expression. (S262: prog 12).
7.20 Science Foundation Course. Space to think, time to learn: a portrait of summer school. (S103).
7.45* Discovering Physics. Painting Potentials. (S271: prog 5).
8.10* Language in Use. The black English case. (E263: prog 4).
23.20* Introduction to Calculus. Iteration and Convergence. (M262B: prog 6).
23.35 Systems Organisation: The Management of Complexity. Men, Machines and the Secretary. (T242: prog 3).

RADIO 3 (VHF)
23.20 The Enlightenment. An Enlightened Historian. (A204: prog 12).

RADIO 4 (VHF)
23.20 Open Forum – 12. Information programme for OU students.
23.55* Third World Studies. The plough and the hoe: a village in the Punjab. (U204: prog 17).

RADIO 3 (VHF)
6.35* Open Forum – 12. Information programme for OU students.
23.20 Education for Adults. Getting Political. (E355: prog 4).

RADIO 4 (VHF)
23.50* Contemporary Issues in Education. Village Schools under threat. (E200: prog 3).

Thursday May 10

BBC2
6.05* Introduction to Pure Mathematics. Continuity. (M203; prog 10).
6.30* History of Mathematics. The Great Art – solving equations. (AM389: prog 4).
6.55* Evolution. Conquests of the Air. (S364: 6).
7.20* Social Sciences Foundation Course. Is social science really necessary? (D102: prog 12).
7.45* Graphs, Networks and Design. Latin Squares. (TM361: prog 6).
17.10* The Handicapped Person in the Community. Goal Planning in the Community. (P251: prog 6).
23.30 Computing and Computers. Mainframes and Micros Units. (M252: prog 6).
23.55* National Income and Economic Policy. Fiscal Policy: is it stabilising? (D284: prog 3).

RADIO 3 (VHF)
6.35 Industrial Relations. Sir Charles Forte. (PT281: prog 1).
23.55* Third World Studies. The plough and the hoe: a village in the Punjab. (U204: prog 17).

RADIO 3 (VHF)
6.35* Open Forum – 12. Information programme for OU students.
23.20 Education for Adults. Getting Political. (E355: prog 4).

RADIO 4 (VHF)
23.50* Contemporary Issues in Education. Village Schools under threat. (E200: prog 3).

Friday May 11

BBC2
6.05* Mathematical Models and Methods. The Modelling Game – knots. (MST204: prog 13).
6.30* An Introduction to Sociology. Life history interviews, 2. (D207: prog 12).
6.55* Images and Information. The Third Dimension. (ST291: prog 9).
7.20* Organic Chemistry. Chemical Reactions. (S246: prog 7).
7.45* Biology, Brain and Behaviour. Pathways in the Brain. (SD286: prog 6).
17.05 Weekend Outlook – 13.
17.10* State and Society. Broadcast Rituals 2. (D209: prog 5B).

RADIO 3 (VHF)
6.15* Management Issues in Post Compulsory Education. Title to be announced. (E324: prog 1).
6.35* The Enlightenment. An enlightened historian. (A204: prog 12).
23.20* Personality and Learning. An anatomy of reading. (E201: prog 12).
23.20* Modern Art and Modernism. Artists and philosophy: Roger Taylor. (A315: prog 11).
23.40 Science Foundation Course. Elements to balance. (S101: prog 6).

RADIO 4 (VHF)
23.30 Maths Foundation Course. Foundation unit 6 (M101: prog 6).

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Research

RESEARCH ON CRIME AND THE CRIMINAL JUSTICE SYSTEM

The Economic and Social Research Council proposes to launch a major research initiative in the field of crime and the criminal justice system within the United Kingdom. A programme of research will be commissioned which will contain projects addressing the following five topic areas: the nature of the criminal justice system and its boundaries; the exercise of discretion within the system; police accountability; the role of the media in shaping public attitudes to crime and sentencing; and studies of crime and the criminal.

Individual researchers, research institutes and centres in the social sciences and related disciplines are invited to submit outline proposals for research projects in about 1,000 words by 15th June, 1984.

For further details and outline specifications of the research, please write (quoting Reference CCJ/H) to: Dr John Smith, Crime and the Criminal Justice System Sub-Committee, ESRC, 1 Temple Avenue, London EC4Y 0BD.

ESRC ECONOMIC AND SOCIAL RESEARCH COUNCIL

(157)

John O'Leary talks to Peter Brooke, under secretary for higher education

Peter Brooke: a man of many parts

Rising to the occasion

Who beat Roy Hattersley in one election, lost to Neil Kinnock in another, had been a Government whip and a minister after only six years in Parliament, but is still best known as the son of a famous father? The answer, for the moment at least, is Peter Brooke, under secretary for higher education and perhaps one of Mrs Thatcher's most underestimated ministers.

As the third and least politically prominent in a wildly contrasting line of Conservative under secretaries, he had a hard act to follow. In place of the larger-than-life figure of Dr Rhodes Boyson, the personally engaging hardliner ready and waiting to swing the axe, and Mr William Waldegrave, the rising young intellectual "wet" who set about rescuing the Government's standing among academics, came an unknown quantity with a Marlborough and Oxford pedigree and a manner to match. Unlike his two predecessors, he seemed to some the typical Tory backbencher and requests for interviews were quietly shelved by protective civil servants.

Since then, a succession of people inside and outside Elizabeth House have found that appearances can be deceptive, and any need for cosseting has long since passed. Indeed, Mr Brooke has been more willing than his predecessors to field questions in such hostile arenas as a National Union of Students' conference. What is more, he is apt to respond to critics with a barrage of statistics to support his case.

Perhaps those who misjudged Mr Brooke had not looked closely at his background, for he is a man of many parts. He was president of the Oxford Union and vice president of the National Union of Students while at Balliol College, a Harkness scholar at the Harvard Business School and a successful businessman before aiming for Westminster, despite having a natural opening as the son of the former Home Secretary, Henry Brooke.

Having encountered Mr Hattersley in his NUS days, Mr Brooke confronted the other half of Labour's "dream ticket" on his first attempt to enter the Commons in 1974. But Bedwelty was not promising Conservative territory and he had to wait another three years for a seat after a predictable trouncing from Mr Kinnock. His chance came when Mr Christopher Tugendhat resigned as an MP to become an EEC commissioner.

Being a whip provided experience

Although arriving at Westminster (his seat as well as his place of work) relatively late in life, at 47, he made up for lost time by becoming a whip when the Tories were returned to power in 1979. It was a job which he enjoyed and which a smaller Government majority made paradoxically easier. It also provided the contacts and the experience to carry extra weight when he arrived at the Department of Education and Science last year. He is said, for example, to be more successful than most at getting early decisions from a Secretary of State notorious for lengthy agonizing.

After almost a year in office, Mr Brooke still has a low profile in the Commons but has won respect both at the DES and on the National Advisory Body, which he chairs. The last 11 months, even more than usual, have seen schools policy dominate departmental activity, but the Government's response to the "great debates" on higher education seem certain to place Mr Brooke in the limelight before long.

He certainly is conscious of the importance of the decisions to be made, although he is not convinced that their consequences are fully appreciated by others. "There are moments when I wonder if the system as a whole realizes the extent to which what is happening in the next 18 months has a time frame which lasts until the end of the century," he says.

Although he accepts the point made recently by Sir Peter Swinnerton-Dyer, chairman of the University Grants Committee, that decisions on the type and size of higher education system required for the 1990s could be left until after the next general election, he does not propose to put the matter off. He fully expects to be in the throes of just that debate this time next year.

The exact timetable will depend on how soon his own committee at the NAB delivers its advice. The aim is to produce a detailed Green Paper on the future of higher education by the end of the year, but a September conclusion to the NAB exercise might mean some slippage into 1985 before a further round of consultations on the Government's proposals can begin. Before the end of that year, the die will be cast.

Whether those concerned with higher education will like the result is much more questionable. Mr Brooke is not one for change for change's sake, but he will not rule out innovation, particularly since recent initiatives in the schools and in further education have shown the will to contemplate fundamental change. However, he rules out the two most far-reaching reforms publicly contemplated by Sir Keith Joseph: the so-called "islanding" of some universities and the introduction of student loans.

He makes no judgment on the idea of "islanding", in which some universities could opt to leave the state system taking with them a large once-and-for-all payment to get them started, other than to record general agreement that now was not the time for such an experiment. But his views on student loans give more of a clue to Mr Brooke's political location within the Conservative Party. For, unlike even Mr Waldegrave in the end, he has philosophical as well as practical doubts on the subject.

In fact, he describes his own attitude as ambivalent, having seen loans working well during his time in the United States. He is concerned about the effect on "that group whose income suggests a family background culturally uneasy about debt" – an already underrepresented section of society and one which might be further put off higher education. More easily dealt with would be the second group which concerns him: those studying subjects such as theology, which have low salary expectations after graduation and throughout their careers. Mechanisms such as thresholds for loan repayments might solve this problem, although it remains a concern.

The dilemma is not one which Mr Brooke expects to have to face. "At a time of rigorous controls on public expenditure, spending is all at the front end so, even if there were the philosophical commitment to the idea, practical circumstances have in fact ruled it out," he says. In other words, the Treasury would not be prepared to bear the short-term costs for the sake of longer-term savings. There is no intention to introduce loans and any change in that position would trigger guaranteed consultation in advance of Government action.

It is an analysis which places Mr Brooke in the pragmatic traditions of "one nation" Conservatism and some distance from hard-line monetarism.

He was willing to argue (successfully) for additional money for the NAB in the year and is still fighting for increases in university research funding. But that does not mean he will be easily convinced by those seeking to maintain the higher education system at its present size in the face of demographic decline. For the moment anyway, he expects to be presiding over preparations for an unpopular rationalization and to be taking an active role in deciding where the cuts should come.

He sees nothing improper about the more directive stance ministers are taking towards the UGC, although he is fulsome in his praise for the way the committee has operated over half a century. The diversity of the universities he sees as a tribute to the UGC, but contraction may require more sharing of the load than was the case in 1981.

"It was unfair of the Government to ask the UGC to take so high a profile when the circumstances that were leading to the committee taking a tremendous amount of flak were none of its making," says Mr Brooke. "The Government quite deliberately between 1981 and 1983 determined that it should show much more of its head above the parapet.

No delegation of responsibility

"Whatever the outcome of the current statistical analyses or of student behaviour, it looks as though we will in fact have smaller numbers coming in at least for the first half of the 1990s. That is going to require a certain amount of rationalization of the system. If that is the case, then in terms of the more significant decisions the Government certainly will have to put its head above the parapet."

There will be no delegation of that responsibility either to a merged NAB and UGC or to the fabled overarching body, which would follow the Australian model for determining higher education policy. The very thought that either might be possible Mr Brooke regards as a tribute to the NAB, which is still little more than two years old. However, any formal links between the two bodies will have to wait a while, and there will be little joy either for those now advocating a royal commission for higher education policy; the procedure is regarded as too slow.

Instead, there will be judgments made primarily on the basis of quality, should the Government's decisions on the size of the system go the way Mr Brooke predicts. He acknowledges the fears of many in the polytechnics and colleges that their institutions will become the control valve for contraction, just as they have been performing that function in a time of expansion, but he does not expect or want this to be the case. He points out that the decisions to expand recruitment over the last three years were largely voluntary and the NAB would be unlikely to accept wholesale closures meekly.

Mr Brooke cites the Government's acceptance of the NAB case for additional money to finance its 1984/85 plan as evidence of concern for polytechnics and colleges. And, without conceding that they are unfairly treated compared with the universities, he says: "If the judgment of HMI, accepted by NAB, has been that 12:1 is an appropriate average staff/student ratio and we are pushing up towards that, then by definition we are very close to the limit."

However, he seems unwilling to make a special case for the public sector. "There is a main commitment to quality and standards," says Mr Brooke. "We would not want to be closing down good quality provision in one part of the system and leaving perhaps more questionable quality in existence in another part."

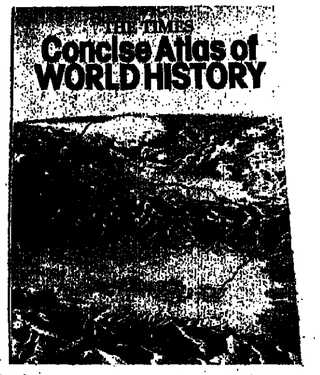
The polytechnics' trump card may lie in the Government's desire for a further switch of resources into science and technology. Mr Brooke is conscious of the fact that this shift has been carried out more effectively in the public sector, where a majority of the places will be in science and technology when the NAB's planning exercise has been implemented, compared with 43 per cent in the universities. He is determined that the trend should continue and has only slight doubts about the consequences for access to higher education for women. He hopes that attempts to encourage more women into science will redress the balance, but he wonders whether the change will come sufficiently quickly.

Careful watch will be kept

Nevertheless, the march of progress must continue. Aware as he is that those in the arts and social sciences may be feeling "unloved", Mr Brooke doubts that great damage will be done as long as a careful watch is kept on minority subjects. He sees the boost for science and technology as vitally important for the long-term health of the economy, which is why he and Sir Keith are also prepared to prolong their battle for extra money for university research.

"We fought very hard in the department in the last public expenditure round to secure more resources for science and we obviously accept the decision of the Government as a whole that it was not possible at the time. But it is something we are committed to and we have been trying to see if there is any more we can do because we think it is good expenditure," says Mr Brooke.

It certainly does not appear to be a struggle which dispirits him. He remains as genial and enthusiastic as he was a year ago, despite a feeling that unenviable and highly important decisions lie ahead. "I am enjoying it enormously," he concedes. "It is such an unbelievably pleasant and civilized world."



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Pauline Stafford

The trials of keeping up with the movable feast

Easter was very late this year. If I were in any doubt about it in January or February, the fact came home forcibly during the last two weeks of a 13-week term, as students visibly wilted and complained of spreading an inadequate grant even more thinly than usual. The weight of that interminable term descended most heavily when I went to give a paper in Oxford on March 8. They were in semi-festive mood, going down the following day; for me a further four weeks of term stretched ahead. By such marginal differences are English status distinctions maintained. Now the term has finished at last, and over a week into vacation the last of my third years are disappearing exhausted for a hard-earned break, and I wish, not for the first time, that movable Christian feasts could be permanently anchored in their wanderings.

Easter is the great vagrant of the liturgical calendar and its itineraries have long perplexed, if not annoyed. The reckoning of Easter was a cause of concern and much dispute in the early Christian centuries. The dramatic events of the death and resurrection of Christ were firmly tied to the Jewish Passover, with Easter day fixed two days after the Passover itself (Good Friday). The Jewish feast was celebrated on the full moon of the first month of spring, but the growing Christian desire for a demarcation from Jewish custom and for the fixing of Easter on a Sunday, let alone the shift from luni-solar to solar reckoning produced difficulties and inconsistencies.

At Nicea in 325 Easter was fixed as the Sunday following the first full moon after the vernal equinox, and the quartodeciman practice of celebrating it at the Passover set aside. Which might have been simple had the lunar and solar years coincided and the Julian calendar synchronized exactly with either. Constant effort was made to produce a calculation which would ensure that Easter was kept correctly by all Christians on the same day.

The computation of time became an obsession of the learned. In the sixth century a 304-year cycle for Easter reckoning was adopted; but this fell foul of the 11-minute difference between the Julian and the solar years which moved the two increasingly out of step, 10 days out of step to be precise between 325 AD and 1582. In the latter year with the awe-inspiring confidence of certainty Gregory XIII suppressed 10 days of the calendar to bring the calculation back into line and avoid the danger of celebrating Easter one month too late. He provided for the omission of three leap year days in every 400 years to obviate recurrence of the problem. All of which leaves us with a festival manifestly celebrating the spring, tied to the full moon and the equinox and occasionally, as this year, extending student cash and staff nerves to the edge of breaking point.

The retention of this archaic system must seem odd to many in our post-Christian society. It has little relevance to most of my students whose grasp of the basics of Christianity is tenuous. What can it mean to that well-intentioned if not very bright student who several years ago produced an answer which involved comment on Pentecost. Full marks for effort; he diligently consulted works of reference; but the Jewish origins of Christianity confused him. Some failing of historical understanding had occurred when he applied astronomy for the deliberate creation of a feast festival by a Christian king for a symbolic consecration.

This lack of basic Christian knowledge is an ever-growing problem for all those involved in teaching and transmitting Western culture. For many years I have taught the development of Renaissance art and ideas. To point the contrast with the medieval world view I have frequently discussed with my students the differing treatment of religious themes in medieval and Renaissance art.

The Annunciation has always been a favourite example. The potential in terms of human drama and emotion of that moment when the angel dropped in unexpectedly on Mary to announce her incipient virgin conception was something not lost on most Renaissance artists. But I had waxed long on the nuances of apprehension, surprise and fear before one timid voice rose from the end of the table to ask what the Annunciation *was*. Now I tell the story first. The time must be long overdue when a course in the Christian religion becomes an obligatory component of humanities courses, a lesson our colleagues across the Atlantic have been quicker to learn.

As a child Easter Sunday appeared to me the magnificent culmination of an entire week, indeed a season of preparation. I had given up sugar in tea (successfully), sweets (sporadically) and made positive efforts at generalized charity (now and again) until the ceremonies of Holy Week. Then we carried our palm crosses home and hung them up to guarantee good luck and ward off evil for the coming year; we attended services of awesome solemnity as altars were stripped and tabernacles left void, until at the Easter vigil the new fire was struck from flint and the Paschal candle lit.

Admittedly the rituals could go a little awry; surely they always have, po-faced writers on the subject please note. The beginning of the Easter vigil (like Christmas midnight mass) coincided a little too closely with closing-time. "Beer-tears" as my mother called them, punctuated the emotional proceedings for those who sat near the back, beer-singing provided an odd counterpoint to the more sober themes. The striking of flint into tinder to kindle the new flame posed its own problems in the wind and rain-swept church porch of early spring in northern England. I often wondered what the early Christians did on such occasions without the surreptitious aid of Mr McGuire's cigarette lighter, but then as I now tell my students, it is so important to remember that Christianity is a Mediterranean religion.

We would no sooner have shopped or worked on Good Friday than leapt over the moon; we fasted, ate our fish and were forbidden to play. Few people now take Good Friday or any part of Holy Week as a holiday, few shops close or activities cease. The profit and leisure motives have long overridden religious considerations and most people prefer a long weekend. If the old fluctuating Whitsuntide could be tied to a theoretical spring week, could not something be done about Easter? But then perhaps we could all take the Oxbridge six week break instead. Somehow that seems rather less likely eventually.

Enid Hutchinson looks at the gradual growth of women's studies

Making their mark on mankind

In the early 1950s I tutored a number of courses for the London district of the Workers' Educational Association which might today be called women's studies. "Women in the Changing World" was the title thought up by the then education secretary of the Townswomen's Guilds as a project for the social studies groups that formed part of the guilds' range of interests. The WEA was asked to provide the tutors.

I explored women historically, anthropologically, contemporaneously and through literature. I became of necessity a single multidisciplinary pundit. It also confirmed me as a feminist. Whoever else received enlightenment academically and politically, I certainly did.

My chief difficulty lay in securing the tools for my own and the classes' enlightenment. All the social histories were great on the Chartists and the growth of trade unions and – mostly men's – rise in democratic status but the women's suffrage movement was dismissed in a couple of lines. Economic historians seemed to ignore women's working lives just as the anthropologists saw only men working in the fields.

Feminism was at a low ebb at that time. Young women, graduating from universities, couldn't get quickly enough to the kitchen sink. And it *was* the kitchen sink then for washing machines were as yet thinly spread. (I remember we discussed in the tea-breaks the drip-dry fabrics and soapless detergents that were just appearing on the market – important new portents for women's lives.) It seemed to be the expressed wish of every girl to have four children and girls' schools were being urged by male education-ists to prepare their *alumnae* for the domestic life whatever else they did for them.

So little was being published and I needed material to feed myself and my students. A chance reference in a footnote sent me to what had been the Women's Service Library and was now named after Millicent Fawcett who had led the fight for women's suffrage from 1867 to 1929. There I found a treasure trove – histories, biographies, government reports, the records of the waves of feminist activity that were being lost from contemporary view – recovered from bombing and alive and well in Marsham Street, Westminster. Miss Vera Douie, its begetter and sustainer, guided my reading, supplied my book boxes, and filled the gaps left by the current experts in various disciplines. Many of the books I found there have, in recent years, been reissued under Virago and other labels and new works have poured from new presses. So much so that 59 new non-fiction works of a feminist nature published since 1982 are at present under scrutiny for this year's Fawcett Book Prize – an annual event, incidentally helping the Fawcett Library to maintain its utility to an ever-increasing user.

Women's studies has been developing as a separate element in higher education in the United States since 1969. In this country 10 institutions of higher education offer one or more postgraduate courses under such titles as sexual divisions and society, feminism and social science, gender and education as variants of a general title of women's studies. Some 26 institutions offer aspects of women's studies in undergraduate courses.

A recent addition has been the Open University's "The Changing Experience of Women". A team of specialists in sociology, education, biology, literature, chemistry, maths, physics, economics, anthropology and history was drawn together with an overseeing course director, to mount this half credit, 16-unit course that includes eight television programmes, two audio-cassettes and video tapes. In this way the fear of overstepping one's mark, the occupational hazard of the academic specialist has been minimized.

It is, of course, the question of the multidisciplinary approach to women's studies that underlies the problems and the excitement of the subject. Women's studies founds the promoters of women's studies in higher education. For there can be no greater sin than to stray from one's own path inside the groves of academe. The argument goes on back and forth both in the United States and here. Is the aid of women's studies best served by integrating them into the curriculum of relevant conventional disciplines or by creating autonomous departments in their own right, with their own research and methods making a distinctive and discrete contribution to higher education? Either way there is a risk of being ghettoized. A recent work, *Theories of Women's Studies* (ed. Gloria Bowles and Renate Duelli Klein) brings the arguments together, mostly in the more developed American context, but equally relevant here.

How can one ensure that integration doesn't lead to lack of status? Would a women's studies element in say, the faculties of law, medicine or economics survive cuts that might have to be made, especially if some new and exciting and more profitable aspect of the departmental discipline appears on the horizon? And would a separate women's studies department get its hands on the funds it needed to secure its position, finance its research and maintain its impeccability? Women rarely control the sources of financial power and women's concerns have a low priority when it comes to grants and endowments, as Virginia Woolf pointed out long ago.

I was reminded of this when discussing the place of women's studies courses with John Taylor of the WEA. There was usually some hesistancy on the question of academic respectability, I was told. But how about trade union studies, I asked. These surely came within the area where political intent and academic content met. The difference was spelled out. Trade unions had money to put in and women, though combating numerically the student body and predominating in the voluntary running of the branches, have only the power of the individual (and usually the family) purse.

They have nuisance value, however, and women's studies exist on a sizeable scale within the WEA. There are courses within all relevant disciplines and titles like women and science, women in politics, history of child rearing and women poets and novelists appear in the programmes nationwide. It took some time for the WEA to get so far and it is difficult to find the extent of the penetration. Combing through annual reports of the 21 districts and the national committee's biennial reports, it was 1975–1977 before much activity on this score was reported. Preparation for retirement seemed to get more attention. By 1977–1979 there was a women's studies group in union nationally though not as a constituent body of the association. By 1981 a women's education advisory committee had been set up and a voluntary group was publishing a women's newsletter but this was still seemed to be running without much enthusiasm from above.

In some districts the women get more support than in others. Some 9 women's studies tutors in the Berks, Bucks and Oxon district produced with the National Extension College and financial support from the Equal Opportunities Commission, a resource pack of outline courses with reading lists and sources of information such as I gathered together on a modest scale all those years ago. It still, rightly, entails a lot of work on the part of tutors and students and no doubt each group will make its own selection from the material provided. The Open University course, to be repeated annually, which can be taken alone as an associate course, would suit tutors or students working in isolation or in study circle fashion. It is reported to be very popular with some several hundred students at present taking part.

Judy Lown, in a thoughtful note on women's studies in adult education printed in *Women's Studies Courses in the UK* (which usefully lists as many courses as are known, including post-graduate and undergraduate ones), points out the advantage of the adult education setting. She writes that because these are not tied to examinations or qualifications, many of the constraints of competitive assessment and hierarchical methods are removed. "What adult education courses lack in resources is usually made up for in terms of freedom and autonomy." The worries of the academics about overstepping the mark are removed and the students' own experiences come into their own as they have done in adult education ever since Tawney's time.

"Feminist writings and materials can, of course, form a central focus of such courses, but their role is primarily as stimulus not as received wisdom," she argues. Women's studies in adult education, where consciousness raising can be an important concomitant whatever the subject, is less "vulnerable to becoming institutionalized and divorced from feminist politics than courses in higher education establishments," she adds.

Whether in higher education, or in the flexible arrangements possible within adult education, including those of the Open University, women's studies are making their mark on the consciousness of women and, one hopes thereby, on society at large.

The author has many years been active both in women's studies and adult education. This article is part of an information pack to be used by a women's seminar in Greece this year, funded by the EEC.

Redressing the balance: from *Women's Studies: a resource pack for tutors*, published by the National Extension College and the Workers' Educational Association's Berks, Bucks and Oxon district.

Alex Pravda predicts dramatic changes in the highly secretive leadership of the Soviet Union

Changing places – behind the curtain

The last two years have seen nearly as many leaders come and go in the Kremlin as the previous 65. For a state long distinguished by leadership continuity – Lenin, Stalin, Khruschev and Brezhnev between them saw out 13 British and American counterparts – two successions in 18 months marks a dramatic change.

As we pause for breath between Kremlin successions – and given Chernenko's respiratory disease the next may not be too far off – this might be an opportunity to reflect on the significance of recent events. What light do they throw on Soviet leadership politics: do they deepen our understanding or only reveal the depths of our ignorance? More important, do leadership changes matter: do they merely alter the pecking order in the Kremlin or constitute turning-points in Soviet policy and development?

The Soviet Union remains a highly secretive society. While data on social and economic developments is now relatively plentiful, the closer we get to the political centre, the scantier information becomes.

With the exception of Khruschev's reminiscences, published in the West, Soviet political memoirs reveal very little about the leadership politics of the post-Stalin period. Emigré and dissident writers rarely concern themselves with Kremlin politics which they typically regard with disdain as a process best understood by reading *The Godfather*.

The Medvedevs are almost alone in paying attention to leadership politics. For obvious reasons this is not a subject that figures seriously in Soviet academic literature. Privately some well-informed academics, privy to inside information through their roles as advisers, may provide Westerners with information on individual leaders or decisions. Valuable though such comments are, they can seldom be attributed or checked. Similar problems of verification affect the occasional assessments of Kremlin politics from East European sources.

Most of our knowledge of leadership politics comes from a meticulous reading of the Soviet press. This involves using Kremlinological techniques to read between the lines of official announcements and speeches to tease out the real political subtext. As Soviet newspapers print political bulletins rather than news, the nuances of coverage and language may reveal the political views of the institution – party organization, trade union or the army – that runs the paper.

This is especially the case during periods of leadership change, for succession raises the temperature of Moscow politics and provides a field day for Kremlinologists. Major speeches take on more than the usual political significance as do other Kremlinological indicators, such as the order of signatures on obituary notices or the way in which leaders line up on ceremonial occasions (the Soviets set great store by protocol).

Candidature campaigns are often accompanied by increased political sniping. In the early phases of the Brezhnev succession for instance, the Moscow evening paper, controlled by a Politburo member, doctored a photograph to cut a political rival out of a senior leadership line-up. Political damage can also be wrought by leaks to the Western media of scandals affecting possible contenders.

Such sniping may indicate the growing intensity of personal conflict but tells us little about the contours of political relations between contenders. These can be traced to some extent by studying the subtext of their speeches. The terms in which they refer to other politicians and to their policies sometimes can locate individuals fairly accurately. When combined with the full range of Kremlinological data, the textual evidence does shed some light on the subterranean process of the leadership contest which, in a characteristic remark, Churchill likened to "two dogs fighting under a carpet".

Predicting the outcome of leadership contests is extremely difficult as Central Intelligence Agency and United States Department of State Kremlinologists found to their cost in the 1950s and 1960s. Since then our understanding of leadership politics has been greatly enhanced by the analysis of career patterns from which we can generalize with some confidence about the qualifications needed to reach the top.

When combined with Kremlinological evidence, hard data made it possible to predict the result of the Brezhnev succession. Once Andropov became a Central Committee secretary in May 1982, most serious observers favoured him over Chernenko on the grounds that he was better qualified for the general secretaryship by his proven ability in a wide variety of responsible jobs. When the same criteria were applied earlier this year, they pointed to Gorbachov as Andropov's successor.

Chernenko was dismissed as a non-starter, not just on account of age but because of his undistinguished, narrow career – he rose without trace on Brezhnev's coat-tails – as well as because he had failed in his earlier bid. The fact that Chernenko got the post, however close the deciding vote, reminds us of the pitfalls of imputing our "rationality" to the Kremlin "selectorate" and underestimating their caution and conservatism. On the other hand, Chernenko's age and health suggest that he was appointed as a stop-gap to ease the transition from the septuagarians to a younger group of leaders headed by Gorbachov, Romanov and Vorotnikov. Their appearance in strategic positions signals the imminence of the long-heralded rise to dominant power of a new generation.

So what? may be the response of some seasoned observers: young or old, they are all senior *apparatchiks* whose opinions differ only marginally. Of course the top élite agree on *fundamentals* such as one-party rule, democratic centralism and the propagation of a Marxist-Leninist ideology. But these leave plenty of room for differing interpretations.

While individual opinions and institutional perspectives differentiate élite views, some of the most interesting divisions run along generational lines. The 50-year-olds now reaching the upper rungs of the political ladder have followed career paths that contrast with the road taken by the septuagarians. They are far better educated than their elders and more skilled in political management than troubleshooting. Such skills tend to make the younger élite less dogmatic and more pragmatic and flexible in their approach to problems.

Political experience reinforces such tendencies. It is important to remember that their formative political years were not those of internal and external war that moulded their seniors, but ones of de-Stalinization. The prism through which they view the political universe brings out the complexity of economic and social problems rather than highlighting a monochrome of political ideology and control. Used to a climate of basic stability, the younger élite are more self-confident, less wary of change and more sensitive to the need for adaptation.

What they say in public reveals the leading representatives of the post-Stalin generation as generally more receptive to new ideas and methods, particularly in the economic sphere. Not that this makes them "liberals", a term misapplied by the Western media to any Soviet politicians who loosens central controls. More appropriate perhaps is the term "progressive" used by insiders close to the Moscow political scene. It is the prospect of progressives in political command that makes the present leadership situation so interesting.

At this point the sceptic may raise another objection: generational differences are surely submerged in the overriding struggle for power that dominates Kremlin politics. Clearly the ill-defined and protracted nature of political succession means that power issues preoccupy Soviet politicians to an even greater extent than they fill the thoughts of their Western counterparts. Yet the salience of power does not make policy irrelevant or purely instrumental. The growth of oligarchical conventions over the last 30 years has opened up greater scope for policy debate in the Politburo. More recently, with leaders striving for consensus, policy disagreements have often been resolved by compromise.

Political succession strains such compromises, and exposes and catalyses policy change. The various changes of the succession process affect policy in distinct ways. When lobbying for support, candidates make deals with key constituencies, such as the military, which may shift policy commitments. Within the Politburo candidature campaigns may well be advanced by proposing fresh solutions to long-standing problems.

Breaking away from established policy becomes easier once the transfer of office has taken place. Ideas blocked by the old leader often find favour with his successor. For a while a *new general secretary typically pays lip-service to policy continuity*, he actually seeks to set a new style and make his mark with new initiatives, usually in the form of campaigns like Andropov's drive for discipline or Chernenko's for ideological mobilization. In the early stages of consolidating power, though, the general secretary's scope for policy innovation beyond such campaigns is limited by the complexion of the Cabinet he has inherited from his predecessor.

Once the general secretary has built his own team, he can launch major policy initiatives, as did Khrushchev from the late 1950s and Brezhnev more cautiously in the 1970s. Given the highly-centralized structure of the Soviet system, it is only through such leadership initiatives that real policy shifts can materialize. Still, without personnel changes to clear the way, even leadership directives can run into the sand. And it is the capacity of leadership change to accelerate turnover in people as well as policies that makes political succession the closest approximation in the Soviet context to a change in government.

Neither of the recent successions have yet produced a change in government. Andropov had time only to set a new style, state some policy intentions and make a start on personnel. Chernenko seems to have agreed, as part of a deal to get the general secretaryship, to support the experimental industrial and agricultural reforms favoured by Andropov and now advanced by the progressives, notably Gorbachov. Yet no breakthrough is likely here unless and until Gorbachov becomes general secretary, for it needs a united and energetic leadership to overcome the inertia of the Soviet bureaucracy which has a distinguished track record of emasculating reforms.

Predicting dramatic change in the Soviet Union is a notoriously risky business. All the same it looks as if Chernenko's political demise will trigger a political succession that will bring into power the first post-Stalin generation to rule the Soviet Union. All the evidence thrown up by the last two successions suggests that the next one will produce the most important change in government the Soviet Union has seen for 30 years.

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Pallbearers led by Konstantin Chernenko (centre left), the present Soviet leader, carry the coffin bearing his predecessor Yuri Andropov across Red Square for burial.

Lines of succession

The Soviet system has few rules regulating leadership power and none defining an overall chief executive position. On paper there are three authoritative executive offices: the chairmanship of the Presidium of the Supreme Soviet (the largely ceremonial headship of state which the Western press calls the presidency); the chairmanship of the Presidium of the Council of Ministers or government premiership; and most importantly, the general secretaryship of the Communist Party (the headship of the party's administrative machine). The Politburo, the top executive body of the party and the real Cabinet of the Soviet system, has no designated head.

Soviet leaders have in fact held a variety of offices. Lenin was head of government; Stalin made the general secretaryship his initial power base but later buttressed this with the government premiership. Though Khrushchev followed suit he firmly established the general secretaryship as the single most powerful office in the political system, a primacy strengthened by his successors. Brezhnev, Andropov and Chernenko have all added the office of head of state to their party post because of the constitutional advantages it brings; however, their leadership authority has rested on the general secretaryship.

This office gives its incumbent certain strategic advantages over his Politburo colleagues. At head of the party secretariat, which doubles as the apex of the party's administrative machine and Cabinet office to the Politburo, he controls key appointments and channels much of the information reaching the Politburo. How successfully a general secretary translates these advantages into leadership power depends on his personal qualities, his handling of policy and prevailing leadership conventions.

Since the end of Stalin's long personal dictatorship over the Politburo informal conventions have tended to circumscribe the power of the general secretary and turn the Politburo into a collective leadership.

Becoming general secretary is only one stage in a tripartite process of succession (candidature, transfer of office, consolidation of power) that is made far more protracted and uncertain than its Western equivalents by the absence of effective rules and mechanisms.

The candidature stage begins in earnest when the incumbent leader shows signs of serious political, or more usually physical, debilitation. This it can last for several years as in the Brezhnev succession. Because no formal mechanisms exist to designate a successor, candidates emerge informally from the ranks of full (voting) Politburo members and lobby for support among a "selectorate" of Politburo colleagues and key constituency leaders in the party, government and military establishments.

The transfer of office takes place quickly to minimize the chances of succession giving rise to a general crisis. Within hours of the demise of the old leader (Khrushchev is the only one to have been removed) the "selectorate" meets in cardinal-like conclave to choose the new general secretary. The final decision is taken by a vote of full Politburo members. Their choice is then speedily endorsed by a special meeting of the Central Committee, the party's parliament, which formally has the right to elect both Politburo and Secretariat.

The more split his Politburo nominating vote, the greater the difficulties the new general secretary will meet in consolidating his leading office into a position of leadership authority. Unlike the British Prime Minister the general secretary cannot simply appoint his own Cabinet. Instead he has to collaborate with senior oligarchs to promote supporters to the Politburo and, what is far more difficult, to ease out major opponents. Only when a general secretary has thus consolidated his power in the Politburo (and in the Central Committee) can the succession process be described as complete. It took Khrushchev four years and Brezhnev seven from prominence to something resembling dominant leadership.

Their successors, being older men, have tried to foreshorten this stage. Andropov managed within 15 months to make an impressive number of personnel changes at secondary levels and got several supporters into the full Politburo, yet failed to dent the ranks of his leading opponents. The absence of personnel change at the last Central Committee meeting suggests that Chernenko has hardly embarked on the consolidation stage.

Many Western observers see the succession process as the weakest part of the Soviet political system. Its protracted nature draws out and intensifies internecine strife, while the absence of any regulated tenure of office makes too much hinge on the physical health of the leader and can lead to general political sclerosis.

From a Kremlin perspective such defects, however worrying, may seem acceptable. The determination of tenure by physical survival may present a problem in the near future not because the candidates for office are too frail, but because they are likely to stay for 20 years.

Yet the alternative of a fixed term, let alone the introduction of a real Central Committee election (as tried in Poland in 1981), would carry the risk of far greater political instability. For such a regularization of succession would probably extend the political competition, now restricted largely to the Kremlin, to all levels of the party hierarchy.

Playing the university game

Delegation and control: Thomas Kempner makes his contribution to the great debate

Efficiency in universities is much more than just keeping the books straight and cutting waste (whatever that may mean). The organization and structure should encourage scholarship in its best sense and allow new ideas to develop.

Let us state the problem: universities are complex organizations. Even the smallest deal with several thousand people – students and staff – and have a turnover in tens of millions, sometimes more. Objectives are often stated as a mixture of research and teaching. Most academics prefer the former and their career rewards come from research. Nevertheless, students have to be taught and administration intrudes.

Senior academics, who have been promoted largely because of research ability, are expected to run the system smoothly. It is remarkable that it does work so well. No doubt a lot of the credit goes to long suffering registrars, bursars and many devoted officials. Given the size of the operation no one gets paid much either.

There are other problems: there is a saying that riding in the Grand National and love affairs are similar – easy to start and very difficult to finish. It is much the same with university staff: easy to hire but very hard to fire. Even the least autocratic business organization relies on that as an ultimate sanction. Persuading people who have little to lose is a formidable task as anyone who has tried it will know.

Most academics like power but don't care much for administration, which requires fiddly, time-consuming but necessary detail. We all want our own freedom but don't like others stepping onto our territory. Meanwhile vice-chancellors, registrars, deans and finance officers usually prefer things to be neat and tidy. Predictable responses, orderly procedures which move decisions from subcommittees and boards of studies to senate and council. In other words, the management like to feel that they are in control. I don't blame them; we would all like that. The trouble is that a tidy process of decision making can so easily be mistaken for effective action.

Anyway, the world is rather beastly: it keeps changing in unpredictable ways. Adaptation and neat, clear procedures are probably incompatible. The classic response to uncertainty is, first, to put the lid back on the cauldron. So we have new committees, more committees, working parties and longer rules.

However, people are very clever at getting round all those and then the process of seeking more, and more, detailed control continues. A lot of energy can go in this game.

Our major difficulty in managing a university is that objective performance measures are impossible to find. Moreover, the long term nature of the investment in people makes judgment that much harder. Yet it must be done; all managers face this problem and so do vice chancellors and senior academics. No performance standards are strictly comparable in the same subjects and it becomes even harder when comparisons are made across subjects and departments. All we can do is to look very carefully at a list consisting of, among others: age and qualifications of staff; external honours and appointments; publications; external grants received; number of research students and PhD completion rates and time taken; undergraduate performance. All the above have flaws and none should be applied in a wooden or simplistic manner.

We want to be fair. It is part of our culture. But fair to what and whom? Suppose in our university we have Professor X. He is lively, very energetic, bit of a barrow boy, gets good students and staff. He also attracts grants like a vacuum cleaner. He seems to know how to manage a growing enterprise or, which is just as good, has people near him who can take care of such matters. He is also a nuisance: breaks the rules and ignores the system. Try and control him and he gets frustrated; there is also an implied threat that he will take himself and his more able circus to the next town. What shall we do with him?

My suggestion is to build on success. Let that group have some independence and give them more if results justify it. Our judgment should be on results. Often easier said than done; matters are rarely as clear cut as above. Moreover, we don't like Professor X much either because of his combative temperament and flashy behaviour.

Now contrast X with Y. Professor Y makes no trouble, he is helpful and courteous, and good on committees. Sound and reliable, he doesn't ask for much nor does he get it. His subject is not moving fast, and is a well established and relatively stable discipline. We suspect that in some years from now there may be a radical shift of emphasis which may require re-alignment or amalgamation with a newer subject. Still, it will do for the present; there are other problems.

High on that list is Professor Z. We don't see him very often. Someone, our predecessors, of course, made a mistake when he was appointed. His subject area is of growing importance and is going through very radical changes. Neither Z, nor most of his staff, have the wits or the energy to do much about it.

So if the *whole* system is so difficult to manage could one try some alternatives. For example, we could begin by identifying some areas where common standards must be applied and central control is desirable. Second, a rather grey area where the requirement for central control is not clearcut and may change over time and according to circumstances. It might also vary depending on the degree of confidence in the competence of the individuals to whom decisions have been delegated. The third is the one where a very high degree of autonomy and local decision making would be encouraged, but always with the proviso that if the situation changes so do the rules.

In management we are learning that the type of organization, and the sort of people we employ in particular parts of it, have to be contingent upon – depend on – the task to be accomplished. This in turn means a willingness to allow, and indeed encourage, variety. Some parts of an organization require the careful and meticulous application of rules. At the other extreme we need people who are highly innovative and entrepreneurial. The former respond well to rule and a hierarchical command structure. The latter emphatically do not; they don't like being supervised.

The problem, of course, for senior managers in the university is that we need both types. This creates tensions and accusations of unfairness. There is no helping that; for it is equally unfair to treat each section in the same way. The innovators can make an equally strong case to be treated differently on the grounds that they bring new resources and life into the university. What shall we do in an uneven world?

To Professor X: You have a conditional licence. We are prepared to build on your success and the better you are the more freedom you can have. As you demonstrate competence you can have more autonomy over budget allocations, including your rather odd expense accounts. We may even relax the rules about the number and seniority of appointments, the pay and conditions, although that will not happen all at once. But remember three things:

First, academic standards must be maintained in a proper fashion and your suspicious colleagues in other departments will surely keep an eye on that. Second, the financial reporting system will *not* be under your control. Third, if things go wrong, don't blame us. You will be held accountable and in the worst you risk your own job. Well, you did say you wanted freedom.

To Professor Y: We appreciate the sound and careful way you run your department. Equally good is the way you willingly shoulder committee work and the university's time-consuming but necessary, administrative work. It is pleasant to have departments which cause no worry. Yet the risk is that it will become too comfortable. When you next make appointments you must choose lively, perhaps even rather difficult people, who can ensure the vitality of your department.

To Professor Z: We are going to have a difficult conversation(s)! Things must change and soon. Generous conditions are available for early retirement. If you have served the university well in the past, the arrangements for your departure will be made as honourable as possible – emeritus titles and part-time work.

University managers have a hard job. It is not easy to run a large organization efficiently at any time let alone in a period of cuts and uncertainty. Nor is the rate, and possibility for, change uniform across faculties and departments. Nevertheless, universities, like organizations, must adapt and be repositioned to take into account new scholarship and the impact of the political and social world.

My conclusion is that universities are not suitable for rigid structures and control; they are too complex and varied for that. Yet the pressures are in the opposite direction and they should be resisted.

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Looking for a fundamental

Brian Bloomfield explores the strange and mysterious world of particle physics

In various parts of the world there are several programmes in high-energy particle physics seeking to discover fundamental particles – quarks etc – the basic building blocks of matter. How should these activities be viewed? Who assesses them? Are they worthwhile? And how does the cost of these programmes stand in relation to their stated goals?

Could it be that the search for fundamental particles is rather like a substitute for God – a secular search for a final cause or an unmoving mover? Is it all a matter of *belief* rather than science, or does not science rest on conventional systems of accepted beliefs anyway? I would like to argue that the existence or discovery of fundamental particles rests as much on accepted beliefs as it does on nature, and that rival programmes in high-energy physics conflict and sustain disparate accounts of experients.

Although most discussions on particle physics take place on the physicist's own terms, there are other ways of looking at the subject. These can lead to very different inferences when compared to the one usually drawn in both academic and popular journals – ie that "final" knowledge lies just ahead, around the corner. But an alternative framework is that adopted in sociological and anthropological studies of scientific knowledge, where recent research may well pull the rug from under any attempt to claim that the fundamental building blocks of the universe have *really* been found. This research focuses on the conventional character of scientific knowledge and on the ways in which conflicting belief systems have jockeyed for dominance within the history of the development of science. This is true enough for social science. But could it be that particle physics really is no different?

Put crudely, sociologists of science argue that *all* reality is a social construction, by which they mean that the world "out there" is only knowable through the systems of knowledge which we construct to describe it – it is mediated by our theories and is not directly observable. Put another way, theory depends upon data, but data too are theory-laden. Further, scientific knowledge is not logically determined – it is not merely a set of logical statements; rather, it requires an irreducible element of judgment. Reasons for the choice of any particular theory are not so much logical as social – they reside in the arguments, conventions and decisions of people. By this line of reasoning, then, the laws of physics are not concrete *universals* but rather are social institutions.

To give a simple example of the importance of social factors in scientific knowledge, take Ludwick Fleck's argument concerning atomic weights. In a fascinating book written in to 1930s – entitled *The Genesis and Development of a Scientific Fact* – Fleck gave a sociological account of the development of the concept of syphilis. In order to illustrate the social character of knowledge, Fleck noted that our rather arbitrary choice of the atomic weight of oxygen (16) thereby fixed that of hydrogen (if oxygen is 16, hydrogen must be 1.008) – the scale of atomic weights thus rests on a social convention, but nature imposes constraints in respect of the particular ratios between the atomic weights of given elements. In other words, the choice of a scale for atomic weights constitutes an "active" connection set up by scientists, while nature itself imposes "passive" constraints on those connections.

Moreover the nature of discovery is not entirely straightforward either: the benefit of hindsight shows us that it is scientists as a social group rather than "nature" which decides to call a particular event a "discovery". Discovery, in other words, is a status conferred or negotiated by a social group rather than an accolade awarded by nature. Further, different groups sometimes sustain different accounts of discovery – competing groups propound disparate knowledge claims. (A fine example of this occurred in relation to the discovery of Neptune. In Europe, Adams and Leverrier were credited with its discovery, but in the United States an American astronomer – Peirce – contested it. Indeed, even today there is a fair degree of rivalry between the American and European high-energy physics communities.)

Recently, alternative explanations have been put forward to account for the results of the experiments surrounding the discovery of the W particle. In this respect high-energy physics is in a particularly peculiar position because independent, corroborative replicability – one of the hallmarks of scientific method – is very difficult to achieve given the cost of particle accelerators and the staff needed to run them.

Although one might be forgiven for thinking otherwise, the results of an experiment – perhaps sometimes considered to be a crucial one – cannot corroborate a theory as being true. (Indeed, this is not just a sociological view, but is also held by Popper.) Experimental results are always open to many different explanations and choosing between rival accounts depends on judgment, not in the sense of expertise, but social negotiation rather than logic or rationality. Even a choice based on the idea that the simplest hypothesis is best is a social one: we decide to make it rather than it being forced on us by logic.

The anthropologist Mary Douglas has argued that there are many possible ways of describing the universe – witness the bizarre variety in the ethnographic record. Many so-called "primitive" peoples inhabit what for us appear to be magical worlds. Yet to the outsider, the world of high-energy physics appears to be no less fanciful – charm, strangeness, gluons, quarks etc., populate and characterize this mysterious realm. But these are only labels; a deeper correspondence between the worlds of the primitive and the particle physicist lies in the search for order and pattern, the search to refer all motion back to something unmovable, to find basic properties and fundamental units. From an anthropological point of view then, what is thought to be "fundamental" must rest on a social convention; it must be rooted in only one of innumerable potential systems of thought – any one of which might claim to have discovered ever more fundamental building blocks.

From this perspective the path to the frontier of knowledge, seemingly being blazed by high-energy physics is one whose goals are set by the community of physicists themselves. It resides in the very framework within which they work, and the particles it posits cannot be expected to correspond in any final sense to real divisions within nature. Thus according to sociologists of science, fundamental particles are *our* constructions, not nature's. And even if they were, even if *truly* fundamental particles were to be found, we wouldn't know it because to have such knowledge would require that we step outside of the very paradigm in which the particles take on meaning, and pretty soon would have an infinite regression on our hands.

The sociological view of science thus implies that whatever the physicists discover there will be nothing absolutely "fundamental" about it. It may, of course, be interesting, fascinating, "beautiful", or whatever, but these are essentially socially rooted considerations.

This brings up another question for it is obvious, given the above, that those who assess the results of high-energy physics are the physicists themselves. And the people who advocate funding such esoteric research may often be other physicists or government bodies seeking to boost national pride. The cost at present is minor compared to that spent on, say, defence research, but at the very least may represent a waste of highly trained people. Although the current cost is comparatively small in relation to defence expenditure, it is of course huge in comparison to other much neglected areas of research (eg alternative sources of energy). Moreover because each step forward appears to require higher and higher energies – and therefore bigger and bigger accelerators – the eventual cost, given a possibly innumerable series of steps, will probably continue to increase.

The sociological view of high-energy physics will probably be resisted by the physicists, but sociologists of science may well retort that such resistance stems from the desire to protect established positions within the hierarchy of science, as much as it does from the knowledge ideals they may subscribe to.

At a deeper level sociologists would want to consider why such *negative* reactions may occur. What is it that irks the physicists so? What is at stake? What hallowed ground are we violating? One possible answer is that our questions run against the grain of much received wisdom – they challenge people's sense of proper order. Our intuitions often indicate that there must be final answers, first causes, beginnings and ends. Indeed, throughout a physicist's training, he or she tends to think that objective knowledge lies ahead – that the ultimate mystery of the subject will be revealed as they ascend the educational ladder. However, these things are a matter of belief and are part of our culture; they do not necessarily have anything to do with nature in itself.

Each age considers that the final answers are just around the corner; in other words, it manifests a degree of arrogance about how much it knows in relation to what there may possibly be to know. Witness the classical physicists who thought that the universe was rather like a giant clockwork – the structure had been erected and only a few pieces needed to be shaded in as a were. Relativity and quantum mechanics changed all that so why should we now be in any qualitatively better position? Can we really believe that the fundamental is that much nearer to our grasp than it was 100 years ago?

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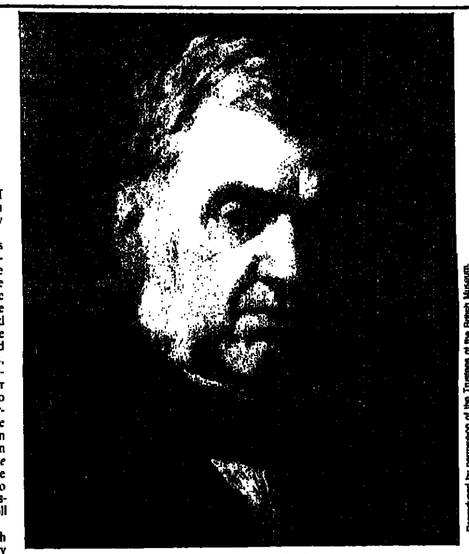
Mirjam Foot profiles the 'prince of librarians' Sir Anthony Panizzi

The legacy of an adopted son



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"Every day hundreds of scholars, from every land, pass beneath the bust of Panizzi above the entrance to his great Reading Room. Few stop to think of the debt they all owe to the genius of this most remarkable man." These are the closing words of Edward Miller's eminently readable biography of Antonio Panizzi, the prince of librarians, who devoted his life to creating a British national library and to making it the greatest and most important in the world. It was to honour this man and to keep the memory of his name alive that the generous and anonymous donor of funds to enable the British Library to set up a series of lectures in bibliography, named this trust the Sir Anthony Panizzi Foundation.

Antonio Genesio Maria Panizzi was born on September 16 1797 in Brescello in the Duchy of Modena, the son of a pharmacist. He went to local schools, to a grammar school in Reggio Emilia and thence, in 1814, to read law at the University of Parma. His interest in books and libraries had first been awakened at school in Reggio where Gaetano Fantuzzi ran the school library, and later at Parma where Pezzana, the librarian of the Biblioteca Parmense befriended him. While a student, Panizzi joined the *Sublimi Maestri Perfetti*, one of the secret societies devoted to the freedom and unity of Italy.

In 1818 he took his degree in jurisprudence and started a legal practice in his father's house in Brescello. The conflict between being on the one hand a successful young lawyer with friends in established circles, and on the other an ardent patriot and member of a by now outlawed secret society of the Carbonari type, came to a head after the revolt of Naples. Many arrests were made, including those of close political friends, and, Brescello having become too hot to hold him, Panizzi made his escape northward and arrived in Lugano in the late autumn of 1822. In Switzerland he wrote and published a book exposing the reign of terror and the activities of the secret police in Modena. This angered Duke Francis and Panizzi became a marked man.

Orders for his arrest were issued in February 1823 and in October of that year he was tried and sentenced to death *in absentia*. Meanwhile Panizzi had made his way to England where he arrived in May, with, in his own words "not quite a sovereign in his pocket, knowing no one nor a word of the language". London was swarming with refugees and Panizzi, armed with letters of introduction to William Roscoe, a patron of Italian literature, decided to try his luck in Liverpool. He soon became an intimate of the Roscoe family circle; he taught Italian, his English improved, and he devoted himself to the study of Italian literature and history.

In February 1828, through the influence of Henry Brougham, Panizzi was appointed to the chair of Italian language and literature at the newly established University of London, thus exchanging a modest prosperity for desperate poverty once again. He had very few pupils and filled his too ample leisure with further study and the preparation of editions of Boiardo and Ariosto. This activity brought him in contact with the scholar and book collector Thomas Grenville, and a warm friendship which was to prove so beneficial, both to Panizzi himself and to the British Museum library, developed. It was Grenville's influence, coupled with that of Brougham, now Lord Chancellor, as well as Panizzi's own "great acquirements and talents", that secured him in April 1831 the appointment as Extra Assistant Librarian in the Department of Printed Books at the British Museum.

At this time the Department of Printed Books was little known, little regarded, and – as the national library of a wealthy and powerful nation – totally inadequate. The majority of the books were housed on the ground floor of Montagu House in Great Russell Street; accommodation quite insufficient for the growing needs of the department. As early as 1815 a young architect, Robert Smirke, had been appointed by the trustees to draw up plans for a new wing, and the gift of George IV of his father's library in 1823 convinced Parliament that new premises had become essential.

Among Panizzi's early duties was that of cataloguing the French Revolutionary tracts, not an easy task and one that led him to devise rules for the cataloguing of anonymous books. He also catalogued current books, put the Banks collection in order, and arranged and catalogued the rare books in the King's library. He worked hard, too hard according to his friends, often staying late to work by candlelight, until this was forbidden for fear of fire. Panizzi's editions of Boiardo and Ariosto, begun when an underemployed professor of Italian, were published in nine volumes between 1830 and 1834. He then prepared an edition of Boiardo's *Sonetti e Canzone* which he dedicated to Grenville. He contributed reviews and articles to various periodicals, but his increasingly pressing museum duties took toll of further scholarly publication.

The old interleaved printed British Museum catalogue had become very difficult to use through a surfeit of additions and many inaccuracies. In 1834 Baber, then Keeper of Printed Books, submitted a proposal to the trustees, compiled with Panizzi's help, for a new strictly alphabetical author catalogue, which he wanted Panizzi to direct. The suggestions for the compilation of the catalogue formed, developed and expanded, the basis for Panizzi's famous 91 rules, which in turn became the foundation for cataloguing in the department for well over a century. Baber's plans had to be modified and Panizzi became one of the assistants working on the new catalogue. Work was well under way, when in July 1835 it was interrupted as the staff prepared to face a Select Committee to enquire into the "Conditions, Management and Affairs of the British Museum", appointed by the House of Commons in response to attacks on it by radicals who saw the museum as a place run by amateurs, providing easy sinecures for elderly clergymen.

A second Committee, set up a year later, had the task of investigating the state of the library. In preparation for this Panizzi went round the principal libraries of Europe, excluding those in Italy and the Austrian Empire where it was still too dangerous for him to travel. In June 1836 the staff of the Department of Printed Books gave evidence before the Select Committee. Panizzi began by comparing, unfavourably, the British Museum library which those he had visited abroad; he derided the inadequate Government support for the museum, and spoke of his desire for more public libraries.

> "I want a poor student to have the same means of indulging his learned curiosity . . . as the richest man in the kingdom"

Then came the famous words, often quoted, which inspired the foundation of the Sir Anthony Panizzi lectures: "I want a poor student to have the same means of indulging his learned curiosity, of following his rational pursuits, of consulting the same authorities, of fathoming the most intricate inquiry as the richest man in the kingdom, as far as books go, and I contend that the Government is bound to give him the most liberal and unlimited assistance in this respect." In order to achieve this, more generous purchase grants for older books had to be forthcoming; additional grants for modern books were needed; the science departments would have to go to make the museum's collections more homogeneous; more space would have to be found; and an alphabetical author catalogue was essential. Panizzi saw the purpose of the museum as "an establishment for the furtherance of education for study and research". He devoted his life to making it so.

In 1837 Baber retired and Panizzi, not without struggle, succeeded him as Keeper. Of impetuous character, ambitious, hard-working, fair minded and liberal, but often irrascible and no sufferer of fools, Panizzi inspired devoted friendship but equally bitter hatred among his staff and colleagues. None more generous or loyal to a friend, but at the same time, none more ruthless to a foe.

One of the first tasks for the new Keeper was the move of books from Montagu House to Sir Robert Smirke's new building. Lack of staff was among the main problems. Reforms in the reading room included the provision of printed application forms for books, making the readers responsible for handing in their own books, and the introduction of a more elaborate system of press marking. Complaints from the more traditionally-minded readers, bickering with colleagues, difficulties with staff, and especially the trustees' insistant demands for a new printed catalogue, harrassed the first decade of his Keepership. Panizzi favoured an alphabetical author catalogue in manuscript which could easily be kept up to date. He also advocated a supplementary subject index and printed catalogues for special collections. The trustees wanted a printed general catalogue and they wanted it quickly. Panizzi who drew up new cataloguing rules and who did much of the necessary revising himself, considered the trustees' demands impossible to fulfill and insisted that a rushed job would inevitably result in a bad catalogue. After a long drawn out wrangle he at last succeeded in getting the trustees to agree to his point of view.

Panizzi had two main objects: to build up the library and to make it the greatest and most representative collection on earth, and to make the books speedily and readily available to all readers. For the first aim he needed increased government grants, strict enforcement of the Copyright Act and active agents throughout Europe; for the second, more and better staff, proper catalogues and adequate accommodation for the books.

Not without difficulties he gradually obtained more staff. Greatly increased parliamentary grants exacerbated the problem of insufficient space for new acquisitions. During his Keepership Panizzi laid the foundation of the library's supplementary collections of music, maps, newspapers and official publications; he acquired the ephemeral publications of his own time; his agents scoured Europe and the United States; and most of all he directed his efforts to the acquisition of antiquarian material. In 1845 he managed to get the Treasury to agree to an annual purchase grant of £10,000, and it was largely due to his friendship for Panizzi that Thomas Grenville left his magnificent collection of rare books and manuscripts to the museum. Grenville died in December 1846 and early the following year the books arrived in Bloomsbury. Housing them was a major problem.

Public discontent with the museum, criticism of the reading room and of the Department of Printed Books, grievances from readers aired in letters to *The Times*, led to questions in the House and to the appointment in 1847 of a Royal Commission to inquire "in what manner that National Institution may be made more effective for the advance of Literature, Science and the Arts". The enquiry took over two years and on several occasions Panizzi defended himself against the attacks of colleagues and readers. He drew the Commissioners' attention to the pressing need for more space; he urged the removal of the science departments; he answered his critics and thoroughly *vindicated himself in the eyes of the Commissioners*. Their report, published in March 1850, deplored the quarrels among the staff, the acrimonious comments by dissatisfied and ill-informed readers, the interference in matters of detail by the trustees on the one hand and the lack of communication between the trustees and the officers of the museum on the other, and blamed these abuses on the lack of a "more prompt and vigorous system of management".

> "The museum is the library of the English nation and there ought to be in that library every book . . . either by Englishmen or in English"

Panizzi, now fully vindicated and at the height of his powers turned his mind to the enforcement of the Copyright Act. His energetic prosecution of offending publishers, though it loosened a storm of abuse, was successful and the number of books deposited by copyright increased by thousands. Lack of space was an ever more pressing problem. Most reluctantly, Panizzi had been compelled to ask for a reduction in the annual purchase grant.

Several suggestions had been made for using the empty space of the inner courtyard and in 1852 Panizzi conceived the scheme, elaborated with the help of Sydney Smirke, the museum's architect, of the round domed reading room. The Treasury refused the money. In March 1853 most book purchasing was indefinitely suspended for want of space to place the books. After much pressure, first the trustees and then the Government agreed to Panizzi's plan and early in 1854 the Treasury approved the expenditure. A remarkable document dated October 1854, and listing the points of discussion regarding the construction, layout and arrangement of the new reading room, confirms Panizzi's close involvement from the start with every detail.

By May 1857 the building was completed and officially opened with a grand breakfast eaten off the catalogue desks.

While the reading room was being constructed, Sir Henry Ellis, Principal Librarian since 1827, whose health had long been failing, retired at the age of 78 early in 1856. Panizzi's powerful friends' active lobbying as well as his own undeniable merits secured him the office. John Winter Jones became Keeper of Printed Books; the overlarge Antiquities Department was split into three; and the scientific departments were given a new superintendent. Internally this was a period of comparative calm, outside controversy continued to rage. By the early 1850s it had become abundantly clear that the museum was too small to house the ever-increasing flood of acquisitions. It took the trustees a further 10 years to agree in principal to the purchase of land at South Kensington for the erection of a new Natural History Museum. Active lobbying by dissatisfied scientists called to life another Select Committee of the House of Commons to study the whole question of accommodation at the museum. In his evidence Panizzi made his opinion clear: the scientific departments had to go, for their own sake as well as for that of the classical departments. It was on this occasion that he voiced again his ideas of a national library: "The museum is the library of the English nation and there ought to be in that library every book that was printed either by Englishmen or in English or relating to England."

Though both the Principal Librarian and the Superintendent of the Natural History Departments strongly urged the separation of the collections, the Select Committee was not convinced. A Bill to authorize the eventual removal of the natural history collection to South Kensington was rejected by the House in 1862 and it was not until 1883, long after Panizzi's retirement and death, that the change was made.

Another problem that occupied Panizzi's mind and time was how to ensure adequate salaries and pensions for his staff. An investigation carried out by experts from the Treasury led to the application of ordinary Civil Service regulations and gradually the conditions for staff of all levels improved.

Though a naturalized Englishman since 1832, with a strong love for and pride in his adopted country, Panizzi *never lost interest in Italy's struggle for freedom and unity. Gladstone, a warm and devoted friend* and later a trustee of the museum, having been appalled at what he had witnessed of the treatment of political prisoners in Naples, had written and published his famous letters to Lord Aberdeen. Panizzi went to judge for himself. The situation was even worse than he expected and he tried everything in his power to alleviate the prisoners' suffering. He brought his influence to bear on his powerful Whig friends and on the newly proclaimed Emperor Napoleon III, to whom his friendship with Prosper Mérimée had granted him access; he even embarked on a wild and in the end abortive plan to rescue a few of the prisoners by ship. All through his life in England Panizzi tried to influence public opinion in favour of the cause of Italian freedom.

The struggles at the British Museum, his ceaseless devotion to work, the abuse still levelled at him by the gutter press, all combined to undermine his stamina and health. He suffered more and more from gout and rheumatism and in 1865 he wrote to Gladstone telling him of his intention to give up the Principal Librarianship. He formally tendered his resignation in June. The Treasury accepted the trustees' recommendation of a handsome pension and the Home Secretary, while accepting his resignation, requested him to stay on until early in the following year. In October he moved out of the museum to a house in Bloomsbury Square and on June 26 of the following year Winter Jones was appointed his successor and Panizzi was at last free to go.

Though his life had been devoted to his beloved museum, Panizzi had been fond of social life. He appreciated the pleasures of the table and delighted in the company of friends. Now in his last years, increasingly racked by pain, his eyesight failing, increasingly ill-humoured, he was still frequently visited by devoted friends like Gladstone, who even managed to persuade him to accept a KCB, and by Louis Fagan, his later biographer, who looked after him like a son and in whose arms he died on April 8 1879. He was buried in St Mary's Roman Catholic cemetery at Kensal Green.

The author is assistant keeper in the department of rare books at the British Library and secretary of the Panizzi Trust.

BOOKS

Always mirrors of the age

by A. H. Halsey

The Crisis of the University
by Peter Scott
Croom Helm, £16.95 and £8.95
ISBN 0 7099 3303 7 and 3310 X

"Of course another Robbins is impossible". This flat assertion from Peter Scott, editor of *The THES*, is based on a long historical view. Professor Robin Marris has since argued exactly to the contrary (*THES*, April 6, 1984): "the economic return to the nation from university education is so high, that there is in fact an overwhelming case for a new massive expansion, for, in effect a 'new Robbins'." Marris arrives at his conclusion by strictly economic calculation. Scott, apart from anticipatory criticism of the basis of such arithmetic ("if higher education acts in the labour market mainly as a sieve, its value to individual graduates is bound to decline as the production of graduates increases"), devotes much more print to the social and political forces which shape opinion and decision in senior common rooms, board rooms, and Cabinet offices.

To this end he presents a summary recapitulation of the liberal and modern phases of the history of British higher education, attempting to distil their cultural essence as traditions which mould present thought and future possibilities. This is not to say that his sympathies (or mine) are opposed to the general thrust of Marris's advocacy, but that Scott recognizes the power of inherited ideology; and in this sense the book belongs to the large literature on "the idea of the university" which has accumulated since Cardinal Newman began his *Discourses on University Education* in 1851. Scott's interpretation of institutional history is also, in effect, a review and reflection of the ideas of Newman, *Mark Pattison, Benjamin Jowett*, Thorsten Veblen, Albert Mansbridge, "Truscot" and (more explicitly) Sir Lionel Robbins and Clark Kerr.

From this long lineage of predecessors, I would pick out Sir Walter Moberly as the most apt for comparison. To do so is at once to throw light on the dubious use of the word "crisis" in the title: for Moberley's title in 1949, was *The Crisis in the University*. Perhaps the tiny difference of a preposition signals a change in the thirty-five years between the two books in the emphasis on the "public" rather than the "private" lives of universities. Certainly Scott is more aware than was Moberley of the wider intellectual culture and of the existence of what came to be recognized as the binary line and a system of higher and further education as well as a "knowledge industry", with which universities have manifold relationships.

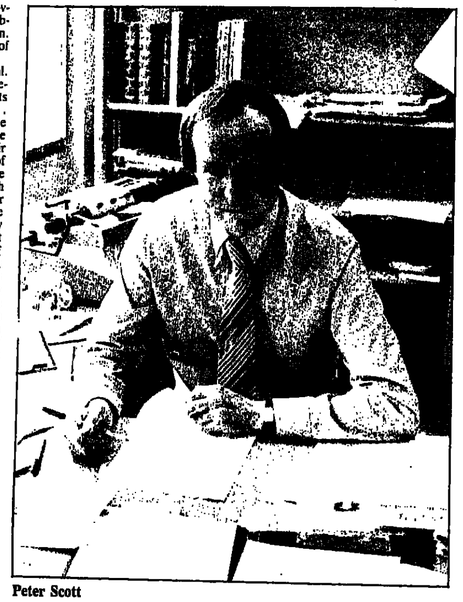
But crisis is the conceptual continuity, and the definition of it has not changed. Neither author describes crisis in terms of resources. Moberley was Chairman of the University Grants Committee in the early postwar years and steered its movement along an exponential curve of state patronage: while he wrote, Treasury finance to the universities was being quadrupled. Scott, by contrast, has watched and recorded the use of the UGC, the National Advisory Body, and the research councils as agents of a governmental drive towards reduced public expenditure on higher education. Yet neither sees the economics of higher learning as crucial.

For Moberly the crisis was spiritual. He argued that the universities reflected "the crisis in the world and its pervading sense of insecurity" . . . "All over the world, indeed, the cake of custom is broken, the old gods are dethroned, and none have taken their place" . . . "Beneath the facade of development and hopefulness, the British universities today share with the universities of the world a peculiar malaise of impotence. They have little inner self-confidence, because they lack, and are increasingly aware that they lack, any clear, agreed sense of direction or purpose." Compare Scott who writes: "There can be little doubt that there has been a decisive shift towards pessimism in Britain since the early 1970s and higher education has shared in this mood and been a victim of it." "The different branches of knowledge find it increasingly difficult to regard the modern university as in any sense an organic academic society rather than simply as a shared bureaucratic environment."

Scott could even be held to speak for his pre-Robbins predecessor when he ends his book with the fear that higher education, and the values it embodies, may be condemned to "marginality and erosion" and the demise of "that configuration of belief and practice, typical of modern society, and the metaphor of a moral social order that is a guarantee of both freedom and progress".

The question and the crisis are, then, much the same. So, too, are the essential conceptions of "ideal types" inherited from the past – the traditional (what Moberly calls Graeco-Roman), the liberal, and the modern (Moberly's "technological-democratic"). Both writers locate the liberal university in the period from the revival led by the eighteenth-century Scottish universities up to the first half of the twentieth century – roughly from David Hume to Ernest Rutherford. In the three preceding centuries European intellectual life had passed out of the post-medieval university, which slept through the Renaissance, the rise of the Royal Society, and the spread of the Enlightenment. The liberal university was then awakened by the rise of natural and political science. Rationality was, and still is, the value which a university embodies. Reason is the timeless principle of the idea and organization of any university and sets the problem for Scott or any other interpreter of the fate of universities. But universities are also always mirrors of the age. In the case of the age of classical industrialism, Scott argues that there are identifiable social and economic forces which gave the liberal university particular character as the custodian of an intellectual tradition "derived from the culture of an elite and the codification of scientific principles by a corps of academic experts".

These two elements of tradition and pedagogy are our inheritance from the liberal university. They were exemplified in Edwardian Oxford and Cambridge, they modified and contained the "redbrick" universities which developed in the great provincial cities from the end of the nineteenth century, and they continued to shape the self-conceptions of the new universities of the 1960s. But a new conception – the modern university – is thought of by Scott as based on an emerging redefinition of knowledge as product rather than process. A scientific rather than a cultural definition of knowledge emphasizes research more than teaching, intellect more than sensibility. A reconstruction of intellectual life displaces humanism by academicism: technology replaces education. The university is more fissiparous, less integrated, more eager to respond to external influences, less separate from the mainstream of profane life, and therefore more serviceable as well as more pliant to the power of the state. While central to society as the generator of new scientific knowledge as well as the distributor of occupational chances (at least to the more remunerated, more esteemed, and more powerful echelons of a modern division of labour,) the university is also, by the same process, less independent of government and the pressures of industry.



Peter Scott

What, then, are the responses to an essentially common diagnosis by these two authorities of the 1940s and the 1980s? Moberly's interest and purpose was to restore, in modernized and viable form, the Christian principles which had guided the traditional European universities before liberal ideas made the German universities such triumphant leaders in the development of higher learning for advanced industrial societies. He was at one with Jowett and the Victorian reformist churchmen whose naive optimism actually welcomed liberalism as a potential emancipation of the Christian university from parochial narrowness and indefensible interference with free inquiry. He was almost as sanguine as his predecessors in taking for granted the capacity of a moral outlook to survive without institutional power. He even echoed the fashionable talk of the early postwar days about Britain's future in the world as a moral force which might be strengthened by loss of empire.

Moberly looked back and sought to incorporate the liberal conception into a modernized and rejuvenated Christianity for the universities, rid of its ancient guilt over the *odium theologicum* and any attempt to shackle free inquiry by dogmatic orthodoxy. Against the modern hope for progress through pragmatic and positivist science, he could only protest that the fundamental aim of the university could never be fulfilled by intellectual gadgetry.

Scott is less sanguine, more sophisticated, and much more forward looking. He looks for a moral outlook in secular institutions and the search leads him to a perspicacious discussion of the nature and organization of intellectual inquiry and its disciplines, the differences and similarities of "cultural" and "scientific" definitions of knowledge, and the social ethics of access to higher education. If he does not find any simple solution to the threat of academicism and instrumentalism or any guarantee for the preservation of "cognitive rationality" and social justice in the future organization of higher education, at least he places these problems coherently and practically into the context of contemporary debate. His cautious canvassing of the strategy of a post-binary policy for higher education, including the universities, and designed to balance the need for diversity, efficiency, accountability, and freedom makes up a short but lucid chapter which deserves and facilitates wide consideration.

Scott's advance on Moberly can, finally, be described by reference to the analysis of the state of the British universities by Martin Trow and me at the end of the 1960s (*The British Academics*, 1971). In our attempt to make sense of academic opinion in the aftermath of Robbins, we took two attitudes to be crucial – first towards the role of the university in society and, second, towards the role preferred by academic persons within the university. The first dimension roughly divided academic opinion between elitist and expansionist views of the function of higher education: the second cross-divided the outlook of the senior common room by leanings towards either teaching or research. We thus have four basic ideas of the university.

Moberly's imagination was confined to the first two conceptions – those of the elitist teacher and the elitist researcher. Looking back in admiration to Newman's *Idea of a University* and the conception also shared by Jowett in Oxford and William Whewell in Cambridge, he wrote: "on this view the chief duty of the university is to produce good citizens. It should train an elite who are to be the future leaders in affairs and in the learned professions." He also appreciated the force of the idea that universities might be devoted to investigation more than instruction but again insisted that the university as a community of science and learning must concern itself with "an intellectual aristocracy". Scott's horizons are broader. They encompass the expansionist-teacher and the expansionist-researcher, and accordingly he addresses himself to the whole range of educational institutions beyond school. He wrestles with the problem of finding a place for all four views concerning the development and transmission of knowledge in an integrated system of higher education in Britain. The outcome is his post-binary policy.

For these reasons I anticipate that Scott's contribution will stay in the literature and inform future debate, whereas Moberly's book was but briefly remarked and quickly forgotten. And yet their common "crisis" remains. A misnomer, perhaps, for a chronic peril, it may never be finally resolvable. For intellectual life, however serviceable to material production or civilized consumption, will always demand its freedoms and its privileges and must therefore work on moral principles which reconcile themselves to the populace and the powers.

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Schooling in context

Fourteen to Eighteen: the changing pattern of schooling in Scotland
edited by David Raffe
Aberdeen University Press, £7.90
ISBN 0 08 030374 9

For the second year in succession members of the Centre for Education al Sociology at Edinburgh University have produced a book of great importance which will repay intensive study. Not that such study will be easy, since Raffe and his colleagues (like the authors of *Reconstructions*, last year's major publication) do not hesitate to develop and deploy a range of difficult concepts in their analyses of data from the 1981 Scottish School-leavers Survey and in their discussions of recent policy initiatives (the implementation of Munn and Dunning proposals; the Scottish Action Plan for 16 to 18-year-old students; the fate of the Youth Opportunities Programme and the Youth Training Scheme; pressure for co-ordinated post-school provision; and the subterranean debate on "education" versus "training").

Whereas *Reconstructions* concentrated on the related problems of difficulty, selection and motivation in analysing secondary schooling, this new collection of essays focuses on the *content* of schooling (its inherent educational value); the wider *context* of schooling, which is "constituted by the structure of selection and differentiation within the educational system and by its relation to differentiation within the labour market and within society as a whole"; and young people's *individual choice* as a mediating mechanism between the first two.

The message of the book is that such choices are largely determined by contextual considerations (principally vocational ones), that content is much less influential, and that this has profound implications for the success or failure of proposed policy changes.

The contributors deal with various aspects of the schooling of 14 to 18-year-olds in the light of this analysis. Penelope Weston's chapters discuss the last two years of compulsory schooling, emphasizing differentiation (of courses, pupils and subjects) as the main contextual factors at this stage and positing three hypothetical school populations of pupils ("the essence of Credit-ness, General-ness and Foundation-ness" – a puzzling description) as an exploratory device for the assessment of the likely impact of the recent policy initiatives mentioned above. Peter Burnhill's two chapters discuss the continuing anomalies arising from the age/stage mismatch at the end of compulsory schooling and he discloses, in his investigation of staying-on rates, that the vaunted high Scottish figures are probably illusory.

Andrew McPherson's chapters deal with the Scottish fifth and sixth years as a problematic area in which the conflict between a dominant academic tradition and quasi-egalitarian notions of a general education for all seems to be resolved in favour of the former, thus constituting a severe difficulty for a Scottish Education Department faced with encroachment by the Manpower Services Commission. Such encroachment, the facts from which it derives, and the odd contradictions it creates, are the main themes of David Raffe's chapters on YOP, YTS and the labour market context; thus, for example, it seems that (in Scotland at any rate) staying on at school beyond O-grade may actually *decrease* a boy's chances of a job.

Raffe also contributes a good summary of recent developments in the introductory chapter, and a thought-provoking concluding one; indeed, readers might well set about mastering this difficult book by absorbing these first before struggling with the middle chapters. But that they ought to attempt such mastery is beyond doubt: the book has great value on its own but, together with *Reconstructions*, it constitutes a major advance in the analysis of Scottish (and British) secondary schooling.

H. M. Paterson

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BOOKS

A great disorder

Reformation and Revolution
1558–1660
by Robert Ashton
Granada, £18.00
ISBN 0 246 10666 2

From the jacket of Robert Ashton's *Reformation and Revolution* peer surprisingly similar likenesses of Elizabeth I and Oliver Cromwell. They stand unconvincingly erect, heads defiantly thrust forward, grim expressions drawn from seemingly inexhaustible sources of mirthlessness. Both pallid faces are offset by hard jaws, tight lips and glassy eyes. Perhaps they, too, have just finished reading this latest volume in the Paladin History of England.

In it they would certainly find much cause for worry. In the early modern period, England was like a third world country with a labour-intensive, capital-deficient, underdeveloped economy. Against a backdrop of falling wages and chronic underemployment, population was rising. The bulk of both rural and urban inhabitants experienced an inadequate diet, insufficient shelter, and a susceptibility to disease that rendered famine superfluous. If life was nasty and brutish, at least it was short.

Into this inheritance came the last of the Tudors. The Elizabethan settlement is now the achievement by which she is primarily remembered by historians. It was an amalgam of religious, political, and social legislation designed to stem the tide of problems that beset the nation at her accession. Ashton shows it to have been less than a finger in the dike. No sooner were ill-conceived and badly planned reforms pushed into the breach of one or other of the gaping threats to order and stability, than new troubles flowed out elsewhere. There were external dangers from religious fundamentalists (Catholics) and the competition of the superpowers (Spain and France); internal challenges from puritans, papists, and pedigreed malcontents; and always the inexorable advance of population and prices. How Elizabeth must have wished that she had succumbed to smallpox in 1562! The end of the reign was "a time of economic crisis . . . political disintegration, declining political morality and burgeoning corruption".

To the lustre of this golden age soon came the tarnish of the Stuarts. If Ashton has little to say about the character of James I, he leaves no doubt about the tenor of a reign dominated by favourites and factions. Pork barrel politicians elbowed greedy Scots for a chance to feed at the public trough which, unremarkably, was perpetually in need of replenishment. Disputes within the Privy Council wrecked Parliament after Parliament, leaving the king with neither funds nor legislation. To the crises of his predecessor, James I added insolvency, and his priggish son insolence toward the political classes who were expected to pay, in both money and service, for past and present extravagance. The price that the gentry extracted was a bigger share of the spoils, a seat "aboard the bandwagon of Personal Government".

The Civil War and Revolution was not the result of the seizure of the reins of this wagon for a gallop along a different path. Rather it followed from the collapse of wheels and axles and the exhaustion of horses and drivers. If anything, the revolutionary period was less edifying than the monarchical rule that it replaced. When the parliamentarians were not fighting inconclusive battles or endless wars, they were squabbling among themselves for position and power. Drab politicians were succeeded by colourless swordsmen. The Cromwellian regime faced the same complex of problems with the same threadbare solutions and without even the legitimacy of the past to clothe its nakedness. It was not the origins of the English Revolution, but its failure that was inevitable.

Though the story that it presents is dispiriting, *Reformation and Revolution* tells it with clarity and precision. Ashton uses recent literature to modify outworn generalizations; he treats the reader to fresh material from his unrivalled knowledge of the history of London; and he distils the murky complexities of economic and financial affairs. This is a textbook well suited to the decline-of-Britain generation. It contains no heroes, no anti-heroes; no romantics, no rogues. Against the forces of catastrophe and confusion, uninspired little people labour with resignation at their Sisyphean tasks. They fail with neither a bang nor a whimper.

Mark Kishlansky

Mark Kishlansky is associate professor of history at the University of Chicago.

View from the bottom

The Common People: a history from the Norman Conquest to the present
by J. F. C. Harrison
Croom Helm, £12.95 and Flamingo, £2.95
ISBN 0 79099 1811 9 and 00 654040 1

In North America and in Europe, social history is largely social scientific history; that is, it consists of the work of scholars who borrow concepts and methods from the social sciences to organize evidence about the past.

Whether in the pages of the *Journal of Interdisciplinary History* or *Annales* social history appears as a highly technical discipline, in which the historian must master the skills of the quantifier and the social scientist on top of his familiarity with traditional historical sources. With the exception of historical demography, social history in Britain traditionally has been primarily either the history of manners or the history of the working class.

In one form, that developed by Raphael Samuel and the Ruskin College collective, it is the history of the manners of the working class, that is to say, their working lives and the texture of their daily existence. This is certainly an advance on the older style of social history which equated the working class with the working-class movement, and which highlighted political and intellectual history to the virtual exclusion of economic history. But it still leaves social history as a sprawling unstructured discipline, whose motto is "Let one hundred flowers bloom".

J. F. C. Harrison's *The Common People* is very much in the tradition of social history as the repository of "the voice of the people". His "primary concern", he tells us, "is with the experience of the people themselves rather than with the historian's broad assessment of what happened". Consequently, he provides abundant and extensive references from contemporary documents, which are what makes history "interesting" to many non-academic readers. All this is to the good, and Harrison's voice is that of a congenial and knowledgeable companion on a walking tour of British history. On subjects on which he is a specialist, such as eighteenth and nineteenth-century popular culture, this book provides the best survey available for those investigating the field for the first time.

Even in areas remote from his published work, his judgements are acute, well-researched, and on the whole convincing. But it is unfortunately reflective rather than analytical history, which while full of insight on particular work, family life, popular culture, working-class organization, literacy, source of information and the like, than an interpretation of the past. Of course, given the terms adopted in this work, it is a bit to demand that an historian provide an argument, or an approach to a subject. But even Leopold von Ranke never really advocated leaving documents speak for themselves, that all documents can be produced (by God); selection implies principles which in turn imply values, and so appear as historical judgements. Perhaps a work as engaging and unpretentious as this informative and intelligent book will inspire someone to move on to another kind of social history, the kind practised in our time Dickens, in "Other Countries".

J. M. Winter

Dr Winter is a fellow of Pembroke College, Cambridge.

Unemployed men chain themselves to a labour exchange. From Robert Kee's *The World We Left Behind: a chronicle of the year 1939* (Weidenfeld & Nicolson, £11.95).

Limited challenges

Insurrection: the British experience 1795–1803
by Roger Wells
Alan Sutton, £16.00
ISBN 0 86299 019 X

Riots and Community Politics in England and Wales 1790–1810
by John Bohstedt
Harvard University Press, £25.25
ISBN 0 674 771206

Were forces gathering strength in Britain just under two hundred years ago which, following French example, might have carried the country into a revolution but for strong repressive action by the ruling class? This is a question which has for some time divided historians. E. P. Thompson has put forward what is perhaps an extreme view, that by 1812 the industrial unrest commonly described as Luddism had a real political significance as a "quasi-insurrectionary movement which continually trembled on the edge of ulterior revolutionary objectives". Others disagree. The two books under review reflect to some extent these diverging interpretations.

Roger Wells's book is a valuable and interesting analysis, but its title is in some degree unrepresentative of its contents, for with the dubious exception of the naval mutinies of 1797 there was no actual *British* experience of insurrection in these years – although, as the author shows by careful and painstaking research, a number of individuals were actively engaged in trying to bring this about. Their efforts were vain because Britain was not at this time a nation divided against itself.

The only actual experience of insurrection in the British Isles was provided by the Irish rebellion of 1798, and the conditions and the motivations contributing to that event bore little relationship to the circumstances making for social discontent in Britain itself. That elements of such discontent existed is incontestable (and they were to become even more acute after 1810); but to regard them as verging on disaffection and revolution is a very different matter, and it is here that the corrective supplied by John Bohstedt's investigations is of particular value. He analyses some 600 disputes involving riots in England and Wales. Several different lines of investigation converge to indicate that these disputes arose over particular grievances, that they did not constitute a general challenge to the social and political system, and only in certain local instances were they becoming associated by 1810 with confrontation between classes. Nearly 40 per cent of these riots were food riots, mainly linked with the dearths of 1795 and 1800. Only 7 per cent were labour riots. Slightly under half of them were triggered by economic causes. About one in five were "military", many of them in resistance to increasing demands for service in the militia. Only one in ten had a political or ideological character.

In a chapter entitled "Devon's Classical Food Riots", Bohstedt suggests that small towns in a rural setting provided ideal arenas for the use of riot as a political process, a means of which the poor, oppressed by escalating food prices, could seek redress for themselves and, to a certain extent, get this endorsed by the ruling class. The social bonds and interlocking of such a form of society provided the springboard for the organization of riots. At the same time the participants were not so remote from the local gentry as to be unable to appeal to them with some success for remission of their actions, provided these did not become outrageously destructive of property. Such riots took place within a network of conventional restraints which tended to produce results satisfactory to most – except a small minority of food-growers and middlemen. The evidence for Devon, as presented by Bohstedt seems fairly conclusive. It would be instructive to have a detailed study for another county or area, to confirm his findings; for the ultimate significance is that the food riot was a fundamentally conservative phenomenon, far more likely to contribute to the preservation than to the destruction of the existing social system.

The degree of inter-class cooperation thus revealed, the recognition by the people above that disorder sprang out of genuine but limited grievances and their conviction that they could and ought to do something about it by decreeing or condoning price controls by ruling on minimum wages, by charitable provision and by additional help through the Poor Law, all give conviction to an impression different from that suggested in the conclusion of Wells's book of a gentry class losing control of the situation around them. Possibly at present there is still too much generalization on the basis of only limited regional studies.

Works dealing with chronologically clashing episodes such as riots, mutinies, or subversive plots, can lead the reader into overlooking the many underlying factors making for political and social stability such as underpinned British society at the end of the eighteenth century. Growing prosperity, trade union successes, mutual aid through religious groups or sociable friendly societies, a basic security through the Poor Law – all these helped to keep men from thinking of frontal assaults on the fundamentals of the established order. On this point Bohstedt in more on his guard than Wells.

Ian R. Christie

Ian R. Christie is professor of history at University College London.

World Revolutionary Leaders by Mostafa Rejai and Kay Phillips is a compilation of information about 71 leaders from 19 revolutionary movements of the 1960s and 1970s. The aim of the study is to continue the research begun in an earlier book *Leaders of Revolution* in investigating patterns of social characteristics and traits in the revolutionaries' backgrounds, and also to compare the conditions which provided revolutionary impetus. The study is published by Frances Pinter at £18.50.

BOOKS

Not an alternative

Economics: an alternative text
by Guy Routh
Macmillan, £20.00 and £7.95
ISBN 0 333 35299 8 and 35300 5

Dr Routh's objective, in his own words, is "to show that there is an alternative worldview or paradigm in terms of which the puzzles of economic behaviour become more intelligible" – more intelligible, that is, than when approached with the economics currently taught in our universities, in which the obsession with mathematical model-building (and hence the wildly implausible assumptions necessary to force the world into the straitjackets of algebra) has led the subject into the arid wilderness of grotesque unreality. To understand economics, he argues, "we cannot do without the help of historians, anthropologists, sociologists, psychologists and the rest of the social scientists".

It is not exactly a new thought, but it has to be said that in this book it is pursued with panache, erudition and felicity of expression of quite extraordinary degree. The first three chapters take us from the first farming villages of 5000 BC, through the Stone Age and the Metal Age and right up to Sir Henry Bessemer at roughly the pace of an intercontinental ballistic missile. Then follow chapters dissecting entrepreneurs, workers, consumers, bankers and politicians, each finding – not surprisingly – that their behaviour is a great deal more complex than might appear from the pages of *Teach Yourself Economics*. Two final chapters reveal the truth about socialism and the third world. As a demonstration of encyclopaedic knowledge of an astounding range of subjects, and the ability to weld it into a continuous narrative, it is unquestionably a tour de force.

As "an alternative text", on the other hand, it is simply a non-starter. In the first place, the mixture of evidence and reliance on authority is frequently supplemented by empiricism of such casualness as to be laughable, thus casting doubt on the whole. What are we to think of an argument in which it is necessary to refer to the facts that the author owns an ancient Alfa-Romeo (page 174), that his typewriter is 14 years old (page 113), that Lord Grade's company produced *The Muppets* (page 107), or that Boodle's is the most popular club among directors of British insurance companies? There is a chaotic, almost manic, flavour in the whole presentation which does something less than justice to the intrinsic merits of the case.

A second weakness is that the comparisons with orthodox economics – invariably unfavourable – represent it as simplistic to a degree which the author must know to be grossly misleading. It is simply not good enough to assert that "Bourgeois economic theory begins and ends with the dictum that firms will equate marginal costs with marginal revenue and thus qualify for the title 'maximizer'" – how students of intermediate micro theory must wish it were! Nor have I ever heard of a university teacher of economics who asserts that "The maximizing buyer is proof against malpractices . . . and so . . . the concern of governments to protect their citizens was misdirected." Dr Routh's strictures against contemporary economics are frequently well-merited: indeed he deserves a Nobel prize for the phrase "statistics subjected to econometric torture until they admit to effects of which they are innocent". But spears are wasted when launched towards straw men.

But the greatest weakness of all is that, seeking a loaf, we are offered a shower of stones. His "alternative paradigm" proves to be nothing more than the despairing cry that there is none. He demolishes the textbook image of the entrepreneur but offers instead only the unhelpful generalization that "we have a great many types to encompass in our typology"; he lambasts Keynesians and monetarists alike but then concludes "there is no formula with which to explain the advent and course of inflation . . . It is a process of great complexity"; he rebukes the hundreds of economists who have failed, as he puts it, to eliminate the faults in the system but offers only the consolation that "The answer may simply be that it cannot be done". With paradigms like this, who needs iconoclasts? Dr Routh is quite right: contemporary economics is gravely sick: but patent medicine will not cure it.

Edward Nevin

Edward Nevin is professor of economics at University College, Swansea.

Clocktower Mill at Burnley, Lancashire. A picture from David W. Lloyd's book *The Making of English Towns: 2000 years of evolution* (Gollancz, £12.95).

Before the new realism

Industrial Relations and Management Strategy
edited by Keith Thurley and Stephen Wood
Cambridge University Press, £22.50 and £8.95
ISBN 0 521 25287 3 and 27377 7

The last three years has seen the publication of several books and numerous articles on the subject of management's approach to, and involvement in industrial relations. This follows an earlier period covering most of the 1960s and 1970s when trade union growth and its development within the workplace attracted much attention to emerging industrial relations "actors", such as the shop steward and the increasingly unionized white-collar workforce.

The present collection of essays, however, is somewhat different to most of the others on management and industrial relations, since it is aimed primarily at a practitioner audience, rather than an academic one. It is the fourth in a series (following earlier works on the role of the supervisor, sex discrimination and inflation accounting) produced jointly by Cambridge University Press and the Economic and Social Research Council, to appeal to managers, trade unionists and administrators, as well as providing an introduction to students of management and industrial relations.

The book is divided into three parts, focusing on the management function in industrial relations, the broader organizational context of industrial relations, and the relationship between industrial relations and business strategy. On a number of counts, the book represents a useful collection of readings, yet what will initially strike many practitioners is the way parts of it fail to reflect the reality of the contemporary industrial relations scene. The contents are in fact based on presentations to a conference held back in 1977. While some updating is evident, parts of the first section in particular portray industrial relations in a far different light to that cast by the recent episode at the Cheltenham GCHQ, by "no strike" agreements in Japanese and other companies in Britain, and by the spread of a "macho management" approach to handling industrial relations in 1984. The vocabulary of industrial relations too, has changed. Some of the early chapters dealing with such issues as the "erosion of managerial prerogatives", and the rise of "shopfloor power" and "managerial unionism", will seem rather anachronistic to many currently involved in industrial relations practice.

Yet the value of the book does extend considerably beyond that of a portrait of pre-recession industrial relations. The later sections of the book, for example, contribute a breadth to an area of study which has too often attempted to treat its subject matter as analytically separate from other aspects of the work organization. Indeed, the focus on *strategy*, which Keith Thurley and Stephen Wood define as "a consistent approach over time which is intended to yield results in the medium and long term for a specific problem", has provided a useful vehicle for this wider perspective. Of course, such a focus also runs the danger of imputing a degree of rationality to industrial relations which in practice may often not be there.

In one or two of the essays there is also some attempt to overcome another frequent shortcoming in the study of industrial relations in Britain – its parochialism – by extending the analysis beyond these shores. Henley, for example, uses a comparison of employer policies and industrial relations in Kenya and Malaysia to indicate ways in which broader societal factors (such as the outlook of the state) can exert a strong influence on industrial relations. In the case of these two rapidly industrializing countries, the governments' desire both to encourage multinational corporations to invest, and to develop high productivity in export-based companies, are identified as strongly influencing the development of personnel policies.

A comparative approach is also evident in the final chapter written by the editors. Together with their introductions to parts one and two, this final essay on business strategy and industrial relations strategy contributes much towards the coherence of the whole.

Paul Blyton

Paul Blyton is lecturer in industrial relations at the University of Wales Institute of Science and Technology.

The International Labour Office in Geneva has issued a *Collective Bargaining: a response to the recession in industrial market economy countries* (ILO, 20 Swiss Francs). It summarizes over 400 examples of collective agreements between 1980 and 1983.

Breaches of the peace

Rebellion, Popular Protest and the Social Order in Early Modern England
edited by Paul Slack
Cambridge University Press, £19.50
ISBN 0 521 25036 8

Arguably no journal has done more to enliven historical studies in this country during the last quarter of a century than *Past and Present*. Among the plethora of themes and new approaches which it has considered, popular protest stands out as one of the most conspicuous, and articles on that subject by E. P. Thompson ("The Moral Economy of the English Crowd") and Natalie Davis ("The Rites of Violence") are now regarded as classics of their kind. Here in this volume – minus those classics – we have a further collection of 14 articles from *Past and Present*, the earliest published in 1968, nine of them in the 1970s, and four since 1980. It could hardly be claimed, therefore, that the material is inaccessible in its original form. None the less there is a certain utility in having them all conveniently together and the editor provides a neat introduction which places the disparate contributions within a common framework.

Given the enormous range of subject matter and variety of methodology this editorial task is more than usually necessary. At the most obvious level the range here is chronological, extending from the 1530s to the middle of the eighteenth century. But variations in the character and scale of the protests and disturbances are equally striking. The book begins with the massive and widespread expression of discontent embodied in the Pilgrimage of Grace and concludes at the other end of the spectrum with a microscopic investigation of tensions and troubles within a single Gloucestershire village in the late seventeenth and early eighteenth centuries. Between these extremes of scale there is a fascinating miscellany of chapters on Civil War army mutinies and assertions of neutrality, on grain and enclosure riots, outbursts of iconoclasm, anti-clericalism and anti-Catholicism, and the whole popular theatre of rituals, assumptions, beliefs, and attitudes.

That many of the points made are by now familiar to students of this period is partly a tribute to the influence of the journal in which these essays first appeared. Thus we are reminded at various times of the orderliness and discrimination of popular protest; of its traditional and conservative values, and of the eventual politicization of misrule. The respective roles of artisans and peasants are considered and some attention given to the part played by women. The complex connexion between dearth and the maintenance of social stability are assessed in a (by now) well-known article by John Walton and Keith Wrightson. London figures prominently in these pages, and not least in the incisive and superbly written evocation of the Sacheverell riots by Geoffrey Holmes. Here, within the compass of a single case study, telling points are made about the socially respectable character of the disturbances and about the restrained and highly organized way in which the rioters proceeded.

The Sacheverell rioters were no indiscriminating rabble. They had specific targets in mind as they wended their way [illegible] than three hours of action after the troops first engaged the rioters in Lincoln's Inn Fields and Drury Lane not a shot was fired . . . Even during the worst hours of the riots, there is no report of any serious damage to a private house.

Another theme which is usefully explored in three of the essays in this volume is the connexion between adolescence and protest. Susan Brigden considers the appeal of the Reformation "to young people seeking independence and spiritual liberty" both within and outside the universities and argues that the unusually high proportion of adolescents in London did much to give the capital its early reputation for ardent Protestantism. Conversely the different age structure of the more remote parts of the country reinforced their conservatism and helped to make them "the dark corners of the land". The appeal of Puritanism to youngsters is one of the points also taken up by Steven Smith in his discussion of the role of the London apprentices. Bernard Capp in another essay on this same theme uses literary evidence to highlight the existence of "organized adolescent groups with a measure of formal recognition acting as guardians of social morality".

This is a book, then, that all students of this period could read with profit. It conveniently draws attention to the different kinds of research that have already been done in this field, reveals both basic continuities and changes in popular protest over time, and points to those stubbornly grey areas in our knowledge on which we still need to be enlightened.

R. C. Richardson

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A basic division

A Financial History of Western Europe
by Charles P. Kindleberger
Allen & Unwin, £25.00
ISBN 0 04 332088 0

This is a most unusual book. At one level it is a work of reference, listing under appropriate headings most of the concepts, events and institutions of monetary and banking history in Europe beginning with the fifteenth century. At this level there are also four chronologies, a glossary and an enormous bibliography. There are few other living authorities who could have undertaken to write a one-man encyclopaedia with such verve, and the author's well-known clipped, dogmatic style is ideally suited to this purpose. At the same time, the book is also a history. The first three parts, running up to the First World War and being divided by topic, are somewhat disjointed, but the last two parts, covering the interwar period and the years since the Second World War, offer long stretches of almost consecutive narrative.

Individual topics, including resumés of theoretical constructs, which are a particular strength of the author, are generally lively, informative and, despite the printing errors, thoroughly reliable. But the question remains whether this monumental work also yields something beyond a work of reference, by the sheer weight of its evidence? Dare one ask, in the face of the author's frequent mention of the fallacy of composition, whether the total is greater than the sum of its parts?

Several themes run through the book as a whole, reappearing repeatedly in different contexts. One, perhaps the fundamental one in an inquiry of this kind, is the age-old conflict between the currency school and banking school, lately known as the conflict between Keynesians and monetarists. While Kindleberger has always had a tendency towards Manichaeism in economic doctrine, he has put his finger here on a truly basic division, between those who think that money is central, and those who see it, at best, as a convenient instrument that will always obey its handler; between those who are concerned with sound money, and those who are concerned with employment and output; and, more fundamentally still, between the lenders and the borrowers of this world. It is also, at one remove, the battle between those who believe in the ultimate beneficence of free markets, and those who believe some social control to be necessary. Of course, parallels across the frontiers and across the centuries are misleading and dangerous, yet the repeated reappearance of this particular conflict is more than a coincidence, and reflects some permanent feature of western society, with all its differences of context. Kindleberger's own sympathies are fairly balanced, but he cannot resist the occasional sideswipe at Milton Friedman: after all, where else can one find that irresistible combination of unmatched prominence and total inability to read the evidence aright?

Another theme, less convincing, is the notion that finance is safer than trade. Its first appearance, in the context of the early modern period is followed, alas, by examples of the total insecurity of finance capital. However, from the principle also derives the view that merchants did not go into industry in the period of industrialization, but changed, if they moved at all, into the safety of finance. Another theme which enlivens this book is the amused and rather resigned enumeration of how often theory differed from reality, and how far the intentions of men – in the construction of institutions for example – diverged from their achievements. Finally, there are the author's own topics. These include the significance of the lender of last resort, and wide-ranging thoughts on the causes and consequences of crises.

In view of its length, and of the scattered nature of its field of interest, it is doubtful if many will wish to read the volume from cover to cover. But as a work of reference, to look up quickly what one ought to have known already, to find appropriate bibliographies, world-weary commentaries and sophisticated criticism, this book is absolutely unique in its field.

Sidney Pollard

Professor Pollard's latest book is "The Wasting of the British Economy".

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BOOKS

Ecology guide

Principles of Ecology
by R. J. Putman and S. D. Wratten
Croom Helm, £22.50 and £9.95
ISBN 0 7099 2016 4 and 2050 4

Although the word "ecology" has been used by biologists for most of this century, it is only during the past decade that it has become fashionable to highlight the ecological dimension in any environmental argument. Public awareness has led to student demand, and teachers of ecology have searched for appropriate textbooks.

So far, large American texts, such as C. J. Krebb's *Ecology*, E. P. Odum's *Fundamentals of Ecology* and R. E. Ricklefs' *Ecology* have had to suffice, but there is now a tendency for smaller books, with British authors, to be published. One of the more successful of these has been Michael Begon and Martin Mortimer's *Population Ecology* (Blackwell Scientific, 1981), written by two of the younger generation of university lecturers. Now Putman and Wratten, also of this newer generation and lecturing in the University of Southampton, have written their text as they believe that there is no existing textbook "which we can recommend unreservedly to our students".

Though arranged in a series of 13 chapters, each of which deals essentially with an isolated topic, the book's structure is unusual in that it starts with the organism, then deals with the community, and finally, after reviewing populations, reviews a rag-bag of topics. Unfortunately, however, the index is not particularly helpful in guiding the reader around this unhierarchical selection of topics.

The long opening chapter on the organism and its environment begins *in an abstract way by considering that the efficiency of a physiological process is normally distributed along an* environmental gradient, with sand shrimp data used to illustrate the concept. The bias towards animal ecology is very evident, with consideration of the aerial and nutritional environment of plants being neglected in favour of temperature, the environmental variable in the majority of examples.

The treatment of community ecology follows fairly well-trodden paths, with a brief account of food webs, pyramids of biomass, numbers, species abundance distributions, a very one-sided account of species associations (the extensive European literature on phytosociology is not mentioned), and energy as the unifying concept in community structure. As communities are viewed as being dynamic, there is a discussion of succession and other processes involving changes in the community. However, many key references, particularly in relation to successional mechanisms such as those proposed by J. P. Grime or J. H. Connell and R. O. Slatyer, are missing.

Turning to the species level, the authors investigate what is meant by the "niche", using Kostitzin's concept (but accrediting it to a reference 20 years later) of a multi-dimensional niche. From this basis, they consider the processes of competition, introducing the concepts of carrying capacity (*K*), rate of increase of populations (*r*) and the Lotka-Volterra equations. It could be argued that the book is really about population ecology, as there are chapters on how to analyse the structure of populations, population stability in relation to competition, and the effects of predators and parasitoids. In a sense the final four chapters, on "evolution and adaptation", "co-evolution", "species diversity" and "stability" are stocking-fillers, as quite a lot of the concepts have already been introduced in relation to the core chapters on population dynamics.

I do not feel that the authors have succeeded in writing a textbook that can be "recommended unreservedly" to students. A good textbook has two ingredients: it should present a well-balanced and critical review of its subject and *direct the student to further exploration in the literature. Here are two examples of where this text fails: References to matrix models* quote only P. H. Leslie's highly mathematical papers in the 1940s omitting all the reviews published during the past decade which explain and advance these concepts. As for balance, section 10.4 deals with the concepts of *r* and *K* selection without mentioning the extensive critical literature, the possible third component (*A* selection, being developed by P. J. M. Greenslade), or the concept of stress tolerance developed by J. P. Grime.

Although this textbook provides an interesting introduction to *some* aspects of ecology, students will not find it particularly well balanced, particularly critical of ecological concepts, or particularly helpful as a guide to the ecological literature.

M. B. Usher

M. B. Usher is senior lecturer in biology at the University of York.

François Péron examining mausoleums on Maria Island in 1802, with his exploration vessels *Géographe* and *Naturaliste* in the background. From Colin Wallace's *The Lost Australia of François Péron*, published by Nottingham Court Press at £9.95.

Caught in time

Fossils and the History of Life
by George Gaylord Simpson
Scientific American Library:
Freeman, £10.95
ISBN 0 7167 1564 3

Professor George Gaylord Simpson is one of the most eminent and widely respected palaeontologists and evolutionary biologists alive today. Though now 82 years old and in semi-retirement, he is still an enthusiastic and productive academic. And he is particularly well qualified to tackle the monumental task of this book: to put into perspective the contribution that the study of fossils has made towards a more general understanding of the evolution of life on Earth.

The first half of the book is devoted primarily to the study of actual fossils. Chapter one charts the history of their discovery from medieval times when the views of Plato, who interpreted fossils as being imperfections of creation into which life-giving spirit had not blown, and of Aristotle, who believed that fossils had grown from seeds in the Earth which would in the fullness of time spontaneously come to life, held sway; to Steno and Hooke, who independently suggested that fossils were the remains of once living organisms; on to the contributions of Cuvier, who, at the end of the eighteenth century, demonstrated that groups of animals had become extinct in the geological past. Cuvier founded the technique of comparative morphology, which enabled him to reconstruct complete animals from fragmentary fossil remains. It was Darwin, however, in the middle of the last century who finally put fossils into true perspective by demonstrating the likelihood that evolution proceeded by natural selection and that in time fossils would indicate genealogical relationships between distinct living groups. Professor Simpson then goes on to explain the various physical and chemical processes that can lend to the formation of a wide variety of fossil types.

Chapter two, on fossils as living animals, describes the techniques used to study fossils. After laboratory preparation and cleaning, detailed studies of structure and comparisons with analogous living forms help provide understanding of fossil form. When living forms are not directly comparable, then that understanding becomes a matter of interpretation based on basic biological and mechanical principles and common sense. And this has led to some famous controversies such as that over warm-bloodedness in dinosaurs. There are also the more mundane problems of naming new species and adding them to established classification systems; and as various systematic procedures can be used to incorporate new species into some classificatory scheme, Professor Simpson devotes some space to the issue of cladistics, a systematic technique that has stimulated much, rather unnecessary, controversy in recent years.

In chapters three and four, Professor Simpson painstakingly explains the relationship between fossils and time, and space. He outlines the method of measuring geological time using radioactive isotopes and the techniques of stratigraphic correlation using fossils as a means of sequencing layers of rock that are otherwise not amenable to isotope dating. Just as in the present day certain types of plant and animal are characteristic of certain areas of the world, for example, the marsupial fauna of Australia, so it was in the past. However, the apparent geographical distributions tend to be rather different the farther you go back in time, as plate tectonics produced differing arrangements of the continents. This information can be used to gain an understanding of the means by which the present-day distribution of organisms has arisen. A classic example of this type of investigation is the faunal history of South America, upon which Simpson is the acknowledged master.

The other half of the book revolves around our attempts to clarify a number of specific issues concerning the mode and tempo of the evolution of life on Earth. First, speciation: how do new species arise and what is their mode of appearance; do species appear instantaneously; or do they appear by a series of almost imperceptibly slow changes? Simpson does not regard these views as mutually exclusive. Second, extinctions: extinction is the rule, the inevitable fate of all organisms, yet why do some taxa become extinct earlier than others? Why are others particularly long-lived and why do there seem to be periodical mass extinctions? Although Simpson wrestles with these difficult and profound issues, he finds no clear answers.

In recent years, the issue of tempo has had a considerable airing, principally because of the possible challenge to the principally Darwinian view of evolution as a gradual process. The "punctuated equilibrium" model of evolution, which has been persuasively advocated by, among others, Niles Eldredge and Stephen Jay Gould, proposes that evolution is essentially a "jerky" process, that is, species remain morphologically stable for long periods of geological time and then undergo a rapid change in form before settling down for another period of stasis. Simpson, an avowed gradualist, provides a quite useful review of the two schools of thought and not surprisingly concludes that the punctuated equilibrium model, though interesting, is unnecessary (a view I would not endorse).

Simpson concludes with a brief review of people and fossils: not only the evolution of man, but also the various beliefs (for example, Christian fundamentalism) that people hold about fossils and evolution. And here he provides us with a brief insight into his own philosophy.

This is an excellent book: beautifully written, well illustrated and reasonably up to date, with much useful discussion of many topical issues.

David Norman

David Norman is lecturer in zoology at Brasenose College, Oxford.

Plant roots

Palaeobotany and the Evolution of Plants
by Wilson N. Stewart
Cambridge University Press. £17.50
ISBN 0 521 23315 1

Palaeobotany, or the study of fossil plants, is normally regarded as one of the most exciting areas of plant science. Palaeobotanists often become embroiled in the minute structural details of the fossil samples, all too easily ignoring their evolutionary and biological significance judged in terms of living organisms. In this admirable book, however, Professor Stewart has managed to emulate my late colleague, Professor Tom Harris, in being able to "bring fossils to life" – by writing in a refreshingly direct style, which is deliberately intended to reflect the sort of presentation that might be expected in a classroom, and by emphasizing throughout the evolutionary significance of the structures described.

The book is divided into 28 chapters, the first three of which provide a thoughtful introduction and accounts of the preservation and preparation of fossils, the nature of the fossil record and problems of reconstruction and naming. All this would amply repay careful reading, especially by those not familiar with the ways in which rocks can be made to reveal the details of the plants they preserved. The remaining chapters are arranged in a broadly evolutionary sequence, starting with the algae and fungi, and ending with the angiosperms. Each chapter is well illustrated with clear line drawings and photographs, and includes a brief but very useful bibliography.

Professor Stewart has made a very good job of a difficult task. His book is a model of clarity and conciseness, and is highly recommended to anyone with an interest in plants, whether fossil or living.

V.H. Heywood

Professor Heywood is head of the department of botany at the University of Reading.

A further collection of essays by Lewis Thomas has been published by Oxford University Press as *The Youngest Science: notes of a medicine-watcher*.

BOOKS

Newton's optical papers

The Optical Papers of Isaac Newton
Volume one: The Optical Lectures, 1670–1672
edited by Alan E. Shapiro
Cambridge University Press, £65.00
ISBN 0 521 25248 2

It is customary to summarize Newton's achievement in science under three categories: mathematics, mechanics, and optics. Recent years have given us editions of his papers on dynamics and of the *Principia* with variant readings, as well as a truly splendid edition of his mathematical papers. With the publication of the optical papers, the most important manuscript remains concerned with Newton's central endeavours in science, as they are commonly regarded, will be available to everyone.

The editor foresees a total of three volumes. As he claims, volume one holds special importance for the student of Newton; the optical lectures of 1670–72 that it publishes constituted Newton's first treatise in physical science. As the last few months have also given us an edition of *Certain Philosophical Questions* (Cambridge University Press, 1983), his first venture into the domain of natural philosophy, editorial scholarship is making readily available the crucial record of Newton's early efforts, a record essential to any just estimate of his legacy to science.

The problem of fitting the optical papers into coherent volumes has led the editor, correctly in my opinion, to begin his edition, not with the earliest papers, but with the two versions of the optical lectures delivered, or at least composed, by the newly appointed Lucasian professor in the years 1670–72. Any other arrangement that I have been able to imagine would have divided these two versions between two different volumes, with a greater loss than the exclusion of the earliest papers from volume one entails. The lectures themselves, like Newton's optical work as a whole, offer to the non-specialist the readiest access into the arcana of Newtonian science.

There are mathematical sections in the lectures; indeed the editor argues that Newton's goal in the lectures was to construct a mathematical science of colours. However, the mathematical portions have proved historically to be their least important aspect. There are, in addition, more technical subtleties in the non-mathematical portions than appear on the surface, although the editor's notes offer effective assistance.

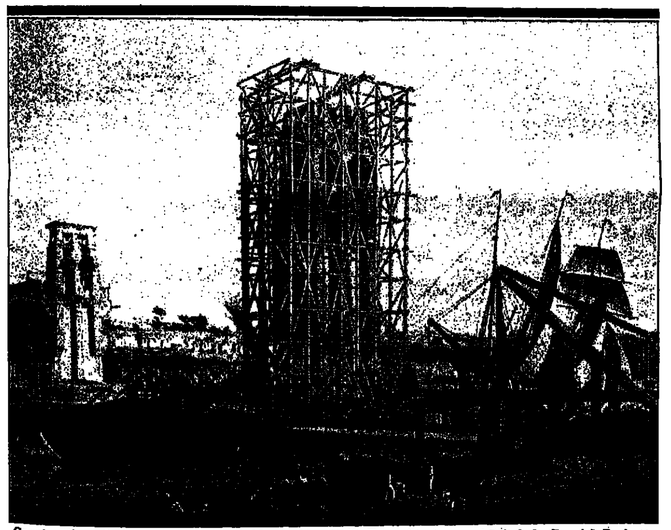
Nevertheless, the optical lectures consist primarily of an account in prose of an experimental investigation to establish the heterogeneity of light. The reader does not need mathematical expertise in order to appreciate the ingenuity with which Newton pursued his experimental programme. And even though the volume will satisfy scholars, it remains open to the general reader who wants to make direct contact with a seminal thinker of the scientific revolution.

I cannot sufficiently express my admiration for this excellent volume and for the achievement of its editor, Alan Shapiro. The volume contains everything I wanted to see in it and many things I did not have the wit to imagine. The introduction does what an introduction is supposed to do, and does it very well, without attempting to supplant the text. The footnotes offer an excursion into recesses of the history of optics that I do not recall seeing discussed in a similar way elsewhere. The English translations, which face the original Latin page by page, flow smoothly.

It takes a bold man to venture into the editing of Newtonian manuscripts. Because of the outstanding achievement of D. T. Whiteside, whose edition of the mathematical papers is generally regarded as the premier edition of scientific papers, the editor of Newtonian materials must expect to be judged by the highest standard. Unless I am badly deceived, Shapiro's edition of the optical papers can stand with pride beside it.

Richard S. Westfall

Richard S. Westfall is professor of the history and philosophy of science at the University of Indiana, and author of "Never at Rest: a biography of Isaac Newton" (1980).



Construction of Britannia Tubular Bridge in May 1849. From *Stephensons' Britain* by Derrick Beckett, published by David & Charles at £9.95.

Transient pulses

Introduction to Microwave Electronics
by T. C. Edwards
Edward Arnold, £4.95
ISBN 0 7131 3495 X

The transmission of signals around the world for business, war, government and entertainment has been built into society to an extent that is little noticed but much relied on. Microwaves – electromagnetic waves of wavelength roughly in the range ten centimetres to three millimetres – carry a major part of this communication traffic, as the high frequency that accompanies their short wavelength means that many messages can be transmitted simultaneously.

New techniques have brought new uses. Communication via satellites is perhaps the most spectacular recent advance, offering the possibility of direct broadcasting to an audience via satellite, with signals going from transmitter to house in two hops – to the orbiting relay station and back down to the domestic receiver. During the next decade it will be interesting to see whether parabolic dish ariels two metres in diameter (or a little less) sprout from roof tops as H ariels did from chimneys in the 1950s. A second major application, radar, requires transmitter powers up to gigawatts, although it has the same need for low noise receivers as does transmitter-to-receiver communication. To make all this possible, powerful, efficient transmitters and sensitive receiving devices and circuits have been invented and perfected.

In this short introduction to these topics, Dr Edwards outlines many different devices and explains their uses and their advantages over alternatives. Underlying theory is not presented (mathematical demands are slight), but there is enough material for readers to solve a useful set of problems (numerical solutions included). Topics introduced include vacuum valves of traditional and recent design, and a range of semiconductor devices: silicon and gallium-arsenic transistors, Gunn, IMPATT, TRAPATT, PIN, varactor and backward diodes. Noise concepts are briefly discussed.

However, although there are other topics that are closely related to microwave devices (such as microwave circuits, ariels, modulation methods and codes) the author does not attempt to discuss them and so presents only a part of the picture of communication systems – a topic that would produce a much larger book. For example, another major advance in communication methods has been the use of optical fibres to guide signals carried on infrared beams. Although the maximum frequency which has been used to control these infrared sources has been below the microwave bands, a fusion of microwave and fibre optic concepts is not in principle impossible, thus increasing the potential to carry messages still further. If such advances do occur, then journals like this one may need to transform themselves from solid paper to transient pulses guided along strands of glass or through the air.

As the book is really a long review article put into its own covers, it might appeal to students considering or starting courses in communications or microwave electronics or to anyone with a general technical or scientific background.

D. A. Fraser

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Digital systems

Fundamentals of Modern Digital Systems
by B. R. Bannister and D. G. Whitehead
Macmillan, £17.00 and £8.50
ISBN 0 333 32898 1 and 329017

As the addition of *Modern* to its title would suggest, this completely revised version of an earlier text by the same authors published in 1973 does indeed present a broad coverage of all of the fundamentals of present-day digital systems, ranging from simple combinational logic through to software-programmable devices and systems. It is this latter range of material which distinguishes this text from those of a decade earlier, when software programming was generally confined to computing systems only.

The authors emphasize in their preface the importance of presenting fundamentals common to all modern digital equipments, and have attempted to base all their material upon this principle, concentrating on basic material rather than highlighting specific examples of current digital logic packages and other hardware products. References to further reading, however, are given at the end of each chapter.

The eight chapters range through combinational logic, number systems and coding, semiconductor devices and circuits, logic design techniques, sequential logic components, storage systems, programmable devices and systems, and data transmission and conversion. The first two of these provides a conventional coverage of elementary material, in a very clear manner with numerous worked examples. Further examples are given at the end of every chapter, with solutions being given to the numerical questions at the end of the text.

The chapter on semiconductor devices and circuits is rather short and may be inadequate for some readers. Although transistor-transistor logic, integrated injection logic and emitter-coupled logic bipolar technologies and *n*-channel and complementary metal-oxide-silicon (MOS) unipolar technologies are mentioned, NMOS in particular receives very scanty coverage. Enhancement-mode rather than depletion-mode is shown as the load transistor in the NMOS logic circuit, and metal-gate rather than silicon-gate is inferred in the MOS device construction details. However, for engineering purposes this may be a perfectly satisfactory basis upon which to build further details when necessary.

The following two chapters provide a sound introduction to both combinatorial and sequential design techniques. Read-only memories, programmable logic arrays and multiplexers are introduced, as would be expected in a modern digital text, and in sequential design the usual state-tables and state minimization techniques are considered. The marriage of read-only memories and programmable logic arrays with storage is also noted.

Leaving the fundamental device and circuit design level, the final three chapters then deal at system level with storage, bus orientated structure and general data transmission. The coverage of storage is broad and interesting, ranging from bipolar and MOS memory, bubble and charge-couple device memory, and magnetic tape recording. Principles of software-programmable systems then follow, the concluding chapter dealing with further practicalities of various interface bus standards, together with the Cambridge Ring and Ethernet networks and other data communications procedures.

The authors, both at the University of Hull, have had wide experience in undergraduate teaching and this is reflected in the clarity of exposition and accuracy of their text. Though primarily a very useful basic book for all university and polytechnic students studying digital electronics and digital systems, it would also be very suitable for students studying alone, as it is not burdened by unnecessary mathematics. It may not, however, be of sufficient depth for the latter part of specialist degree courses in this subject area. Nevertheless, it is a very worthy successor to the earlier text.

S. L. Hurst

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Calculus cookbook

Differential and Integral Calculus
by R. L. Wallis
Van Nostrand Reinhold,
£9.95 and £5.25
ISBN 0 442 30578 8 and 30579 6

A quarter of a century ago when British vehicles reigned supreme on our roads, British textbooks on mathematics for engineers and scientists occupied a similar position in the classroom. To take a well-known example, the volumes of *Advanced Mathematics for Technical Students* by Cleary, Lowry and Hayden were widely used and respected, and provided a sound and thorough treatment. Certainly these authors would have been aghast at the slip by Wallis in calling logarithms to base ten "Naperian".

More seriously, they were careful to explain that, in general, operations on infinite series require absolute convergence, whereas in Wallis's book this condition is ignored because only Taylor series are discussed, thereby providing a potential source of confusion. These two points illustrate that the decline in British workmanship over the decades has not been confined to the shopfloor. Further shortcomings in Wallis's text are apparent in the introduction to functions, the handling of differentials, and the definition of the Riemann integral. On a different level, examples are given involving partial fractions without adequate explanation of the general procedure to be followed.

To be fair, the publisher claims that the book should be regarded as an overlapping text between advanced level and first year at university, but even viewed in this light there are a number of popular topics, such as sets and convergence of series, which are not included. Of course, as the author admits, it is impossible to be exhaustive in such a short text, and most of the basic material is covered. Simple notions of functions and limits are followed by standard rules for differentiation and integration, albeit without going into any great depth. Partial differentiation and Taylor series for functions of one or two variables are dealt with in similar detail, and the book ends with a useful treatment of determination of extreme values.

The overall approach is very much of the "how-to-do-it" variety, and I do not agree with the claim that the book could meet the needs of the specialist mathematician. The problems Wallis expects students to solve are of a routine nature and contain very few applications, a disappointing feature for a subject which is taught above all for its usefulness in other disciplines. Indeed, there is no coverage of applications of definite integrals or the Newton-Raphson method, although the trapezoidal and Simpson's rules are briefly mentioned.

The market is flooded with textbooks on calculus, and the bookshelves groan under the weight of American imports. Any newcomer must therefore have something different to offer. The present work may appeal to first-year college or university students wishing to brush up their techniques by following through the generous provision of worked examples. However, the "technical student" of yesteryear would probably have been disappointed with the very concise, informal and rather shallow development of the subject given in this book. As the complexity of technology increases, so does the importance of mathematical understanding. To make the vital step beyond the "recipe" stage, today's students need to read much further than this book.

Stephen Barnett

Stephen Barnett is professor of applied mathematics at the University of Bradford.

A second edition of B. K. Ridley's *Time, Space and Things* has been published by Cambridge University Press at £15.00 and £5.95. Dr Ridley surveys in simple non-mathematical terms what physics has to say about the fundamental structure of the universe.

BOOKS

ENGLISH

The King's two texts

The Division of the Kingdoms: Shakespeare's Two Versions of *King Lear*
edited by Gary Taylor and Michael Warren
Oxford University Press, £35.00
ISBN 0 19 8129246

Textual criticism of Shakespeare has recently been experiencing something of a renaissance. This resurgence of interest has its connexions with the world of commerce: the decision of both Oxford and Cambridge University Presses to publish completely new editions of Shakespeare is no doubt both symptom and stimulus of the new development. Contributors to the present volume include many of the notable new names, in particular those associated with the Oxford Shakespeare. Its publication therefore offers an opportunity to take stock of current practice.

On the whole, the prospect is encouraging. Reading the volume, it is true, requires formidable reserves of patience and application: its 489 pages incorporate almost 650 footnotes, some of them up to half a page in length, 18 appendices, a 12-page "index of passages discussed", and seven pages of addenda. Yet the great merit of the book is that this massive compilation of evidence is not merely conspicuous but useful, contributing towards the solution of one of the great puzzles of English literature, the existence of two considerably different texts of *King Lear*. Beyond that, the book leads to a better understanding of the play itself. Textual studies have too often tended to inhabit their own *hermetically* sealed world. Here the writers move readily and with profit between textual bibliography and literary and theatrical analysis. It is a welcome advance

To understand the debate on *King Lear* a reader must be familiar with recent books including P. W. K. Stone's *The Textual History of "King Lear"*, Steven Urkowitz's *Shakespeare's Revision of "King Lear"* and Peter Blayney's *The Texts of "King Lear" and their Origins*. For those who cannot find opportunity to acquaint themselves with these rather daunting volumes, Stanley Wells's opening chapter offers a succinct and judicious summary. He also reminds us of the essential facts obscured by the editorially-conflated texts with which most of us work: the Folio has 100 lines absent from the Quarto, and lacks almost three hundred which *are* in the Quarto: there are more than 850 verbal variants between the two. The accepted explanation has been that Quarto and Folio variously and imperfectly reflect a single original. Contributors to this volume regard the two texts as distinct, and argue that the Folio represents a revision. The consequences are clear: Folio and Quarto *King Lear* should be studied and played separately, and printed in separate editions. This argument I find persuasive. The only puzzle is that so elegant a solution, and one so consistent with the ways of the theatre, should have taken so long to establish itself in scholarship.

Steven Urkowitz provides a retrospective explanation by showing how the authority of a great scholar-editor such as Edmund Malone imposed on his readers essentially the mongrel text we use today. Other contributors take advantage of the theory of revision to cast new light on episodes and characters. Michael Warren, for instance, shows that in revision Kent's role is markedly reduced during the play's second half, apart from the very end. This reflects a reviser's move away from moralizing. Thomas Clayton's case is that the King's part is amplified during the later acts, and is adjusted in emphasis early on – towards both firmness (or obduracy) and humanity. John Kerrigan shows, with both scholarship and grace, that the Fool's part is substantially altered during the rewrite, with increased emphasis on the alienation between Fool and King; furthermore, "in F, the Fool is consistently a wise and worldly jester, more urbane and more oblique than his precursor". For Roger Warren, excluding the mock trial from the Folio represents an acknowledgement of the technical difficulties of the scene, and a wish to intensify the effect of Act IV scene 6, where similar issues are considered. In his detailed study of Act I, MacD. P. Jackson endorses Clayton's view that revision renders the King "more culpable, human and forgiveable". Sometimes, in the excitement of a new perspective on a major play, contributors lose their sense of proportion; but in general these interpretations convince.

Among the more technical essays, Paul Werstine's offers an overwhelmingly detailed demonstration that neither the Folio's two compositors, nor the press editor(s), could have been responsible in a major way for the variations between the two texts. Randall McLeod's plea that editors in making emendations should thoroughly contextualize their decisions is both persuasive and showily over-written. More modestly, Beth Goldring demonstrates that Albany and Cordelia (not Cornwall) should speak the Folio's new line "Deare Sir forbeare", and that in the Folio Cordelia should herself introduce her suitors. Gary Taylor has two chapters, one arguing that, apart from a short passage in Act I scene 4, the Folio is unaffected by political censorship, the other, at 118 pages and 170 footnotes, virtually a book in itself. This major essay identifies the dates of the two versions as 1605–6 and 1609–10, and shows that the reviser can only have been Shakespeare – a view that has been questioned.

The Division of the Kingdoms proves itself finally a wondrous necessary book for the study of *King Lear*. Dazzled by the scholarship, cleverness and sheer energy of its contributors, one almost welcomes the error (on page 334) that introduces an unprecedented and remarkable new reading into a famous crux:

> but now our joy,
> Although the last, *now* least in our
> deere loue . . .

Several pairs of scrupulous, practised and informed eyes must have scanned this misquotation unnoticing. It is a happy reminder of our common frailty.

J. R. Mulryne

J. R. Mulryne is professor of English at the University of Warwick.

William Blake on Hampstead Heath, a drawing by John Linnell *c*1820, from *Six Centuries of Verse*, selected and introduced by Anthony Thwaite (Methuen, £12.50 and £4.95).

Against formalism

Blake's Prophetic Psychology
by Brenda S. Webster
Macmillan, £20.00
ISBN 0 333 32847 7

Blake in Context
by Stewart Crehan
Gill & Macmillan, £25.00
ISBN 0 7171 1313 2

Unusual and provocative views of Blake are offered by these two books. Brenda Webster approaches his work in terms of its "psychological content". Stuart Crehan in terms of its "social and historical context". Although these stances are very different they have one thing in common: both writers are critical of mainstream Blake criticism as being merely formalist, preoccupied only with the isolated literary text.

Dr Webster attempts to escape from such formalism by concentrating on what she calls the "intensely personal emotional components of Blake's work". Her purpose is to draw attention to Blake's inner torments of love and jealousy as they are embodied in his works throughout his career. Her method is to analyse those psychological conflicts in terms of traditional Freudian psychoanalysis.

The strengths of this way of reading Blake quickly become clear. Dr Webster offers fascinating readings of neglected early works such as "An Island in the Moon" in which she sees "images of dirt and purity" as expressing Blake's paranoia, his fear of rivalry, and his highly ambivalent attitudes to women. She analyses very imaginatively forms of "devouring" and "self-sacrifice" in *Tiriel* and *Thel*. Less original, but still valuable, are her studies of the Oedipal tensions of the middle-period works: for example, she insists that the *Marriage of Heaven and Hell* be understood not in terms of externalized moral argument but in terms of profound internal struggle.

But the two most suggestive chapters are those on "The Origins of Loss" and on *Vala*. The first brings together Blake's various poems about Urizen and *The Gates of Paradise* in order to explore not so much the oppressive power of the authoritarian father as the even more powerful force of the devouring mother. This is then extended to an analysis of *Vala* which, as Dr Webster shows, "revolves around fantasies of a seductive but murderous phallic female and a feminized or hermaphroditic man". She studies these fantasies not only in the text but also in the neglected but extraordinary sexual drawings on the manuscript.

Much of this is stimulating, but there are limitations to this way of reading Blake. First, the basic assumption about the personal psychology in Blake's text can neither be proved nor denied but merely asserted. Second, it could be argued that Blake's language, pictorial style, and narrative technique resist, indeed undermine, this kind of analysis of "content". A major weakness in the book is that there is no reference here at all to the Lacanian re-reading of Freud, which considers that the psyche is in fact a construct of language. Indeed, Dr Webster's separation of "text" from "psychological themes" causes her book to falter at the end when she tries, but fails, to deal with *Milton* and *Jerusalem*, for offers very reductive readings of these works and in doing so she only shows that in these works "psychology" cannot be divorced from "language".

The challenge of Dr Crehan's study of Blake is to insist that Blake's text is far from being the expression of either an individual consciousness or archetypal experience, is in fact the embodiment of the class struggle at a particular point in time. His assumptions here about the nature of art and its place in society are those of Trotsky in *Literature and Revolution*. On this basis he offers a strongly Marxist study of social and intellectual context of Blake's work.

This involves bringing different perspectives together in a new way. He sees the social and intellectual conflicts of the time in class terms, and emphasizes the importance of Blake's association with radical craftsmen and artisans. His book is a series of essays on the poetry and art, rather than a sustained argument, and most of these essays are a mixture of historical, critical, and theoretical writing.

Dr Crehan certainly makes one look afresh at Blake. He brings out the persistently political character of Blake's work as forcefully as Dr Webster does its psychological character. He shows very acutely that the voice of Blake's poetry is not merely personal, but embodies a corporate vision; and he argues well that traditional Blake criticism has over-emphasized the image of the Romantic artist as isolated individual. He proposes that there are political implications in Blake's visual style in that its anti-illusionism transcends the limitations of bourgeois realism.

But while this approach to Blake is lively, the book is marred by its style and presentation. The sudden shifts in perspective from critical to historical to theoretical are very bewildering. Also Dr Crehan's way of thinking depends upon large generalizations about literary styles, economic forces, social experiences and historical movements, and few of these generalizations can be sustained. The most valuable parts of the book are those which describe a detailed historical situation and those which comment in detail on Blake's texts. There, and not in generalization, his literary criticism has moved beyond the constraints of formalism.

Frank Stack

Frank Stack is lecturer in the department of English at the University of Southampton.

BOOKS

ENGLISH

Digging up ideology

Arthurian Literature and Society
by Stephen Knight
Macmillan, £20.00
ISBN 0 333 30152 1

This is an attempt to write "the real, the socially realized history, of the legend of Arthur". In a series of studies, in which he examines the early Welsh Arthurian narratives, Geoffrey of Monmouth, the *Chevalier au Lion* of Chrétien de Troyes, Malory, Tennyson's *Idylls of the King*, and Mark Twain's *A Connecticut Yankee at King Arthur's Court* (as well as some more recent manifestations of interest in the Arthurian story), Stephen Knight aims to show how the reshapings of the legend embody the social and political attitudes of the authors and their patrons, or their class. It is an unmistakably trendy, mildly Marxist approach which is unlikely to upset literary scholars much, since they have now got used to this kind of thing, but which historians may find rather large on historical generalization and thin on detail.

The early chapters, where in any case the historical context of the literary works under discussion is rather shadowy, are inevitably vague and speculative. The first chapter, where Dr Knight has done a lot of hard work, is on the whole unrewarding. and he often finds himself telling us what the Welsh stories are about and saying that this is their "ideology". Geoffrey of Monmouth is similarly resistant, and there is a good deal of resort to old-fashioned historical speculation concerning the presence of contemporary historical events in hidden form in the pseudo-historical narrative.

For Chrétien there is some good earlier scholarship to work with, and a quite convincing account of the way in which his romance serves to resolve tensions between the upper and lower ranks of household knights, and between barons and king, by offering to unite all in a common idealism. The ambitions of landless *juvenes* to marry a rich heiress likewise find a satisfying expression. It is sensible to recognize that the "idealism" of romance has its roots in the needs of a particular class, and the conflicts and stresses within that class, though worth remembering too that this recognition adds a dimension to imaginative understanding rather than subduing such understanding to the imperatives of socio-economic reality.

Dr Knight writes well on Malory, a subject where he has already established his authority. He shows how Malory's portrayal of a unified and powerful kingdom, dominated by the aristocracy, provides a distorted and "euphemized" version of contemporary means of keeping order. It is "a huge set of cases that establish the common law of chivalric peacekeeping" – or "policing", as Dr Knight puts it in his more politically self-conscious moments. The speculative historical analogies work better in this chapter.

The last two chapters are fresh and enjoyable. In examining the *Idylls* in the order in which they were written, Dr Knight is able to show how Tennyson is first concerned about the growing power of women in the enclosed family, and the need to "ideologize away that power in order to preserve the patriarchal role", and how in the later *Idylls*, with their attempt to construct a model of an authoritative society, sexual sin is seen as the potent source of destruction, in accord with Tennyson's increasing alarm at the moral relativism of his society. Finally, in Mark Twain, Arthurian society provides an opportunity to criticize and ridicule the "medieval" practices of contemporary backward societies, such as those of England and the old South, but ultimately a means of attacking the horrors of modern industrial capitalism. Dr Knight ends with some illuminating comment on modern Arthurian writing and scholarship, in which he is extremely widely read.

The book will be serviceable as a primer of the sociological interpretation of literature in a series of related fields. It is prone to the statement of the obvious, and there is a tendency to assume that the content or themes of a literary work will be made more exciting if they are called its "ideology".

The socio-economic jargon sometimes seems no more than a careless and commonplace way of putting things that are perfectly intelligible in themselves, as when laying waste an enemy's lands is called "liquidating his productive capacity". I don't want to see "euphemization" or "mystification" again for a long time, and "ideology" perhaps never again. But the jargon, to be fair, is inseparable from the approach. A measured judgment would acknowledge that Dr Knight has written a useful book, and that, even if the bandwagon he has jumped on has been rolling for some time, he conveys something of his own satisfaction and sense of discovery in getting on it.

Derek Pearsall

Derek Pearsall is professor of English at the University of York.

Two voices

The Elusive Daniel Defoe
by Laura A. Curtis
Vision Press, £14.95
ISBN 0 85478 435 7

Laura Curtis is already known to students of Defoe through her useful selection from his voluminous non-fictional works (*The Versatile Defoe*). In this new work her primary focus is on the novels, but she also draws substantially on her familiarity with the rest of his oeuvre.

In particular, she uses her reading of the 22 volumes of *The Review*, the journal Defoe wrote, single-handed, from 1704 to 1713, to identify two distinct voices (the "plain-dealing" and the "worldly" Mr Review), and pursues the associated styles and images of this dualism through the novels, in the hope of arriving at a more satisfactory understanding of what is often seen as the unconscious irony of Defoe's fictional presentations of easy virtue rewarded. Crusoe and "H.F.", the journalist of the Plague Year, are linked with the less complicated "ideal" perspective of the plain-dealer, while with *Moll Flanders* we enter the world of the trickster, of "hoax", a comic arena of disguises and doubles which modulate in *Roxana* into nightmare.

There is a clear need for a book on Defoe which will alert the ordinary student to the range and qualities of his miscellaneous output, and to the ways in which his other works may illuminate our reading of the novels. This is not simply a matter of documenting issues and attitudes; and one of the undoubted strengths of Dr Curtis's book is her demonstration, through close readings and generous quotation, of the subtler thematic and stylistic insights to be gleaned from this approach. Again and again she is able to establish an unexpected phenomenological precision in Defoe's apparently hasty prose.

Although in general the discussions of the novels rather confirm than advance the directions of recent criticism, most readers should find the detailed readings rich with suggestion. The book does, however, suffer from various kinds of over-schematization which qualify its usefulness and its powers of conviction. Too much has to be taken on trust. It is symptomatic that no reference is made to possible problems of attribution, and there is often an odd incoherence in exposition: many of the passages adduced will mean little to the uninitiated without clearer and less sporadic contextual guidance than is offered here.

Too insistent a concern with patterns of argument rather than their substance can be confusing; but it accords with the author's central aim, of providing a context "not of Defoe's ideas . . . but of his temperament". In her certainty of being able to draw this distinction, lies the most disappointing aspect of the book. Traditional literary expectations of authorial organization have always made Defoe seem less intelligent than he is; the very difficulty of pinning him down has, on the other hand, encouraged more radical and open-ended readings of the texts. Dr Curtis allows Defoe his complexity, but sidesteps much of the challenge of authorial "elusiveness" by simplifying it into psycho-biography. Thus, for example, what might be read on the level of exploration of the nature of desire becomes here merely a symptom of Defoe's own particular "restlessness". One is left, frustratingly, with an odd sense of discrepancy between the sophistication and suggestiveness of the material and the ultimately reductive pattern into which it is made to fit.

Penelope Wilson

Penelope Wilson is a fellow of New Hall, Cambridge.

Turning points

The Poetical Works of Robert Browning,
volume two: Strafford, Sordello
edited by Ian Jack and Margaret Smith
Clarendon Press: Oxford University Press, £48.00
ISBN 0 19 8123175

The second volume of the Oxford edition of Browning maintains the high standard achieved by the first and contains two of the most important works of his career: *Strafford*, the impossible play which began his unhappy years of enslavement to the theatre, and *Sordello*, the impossible poem which ruined his promising reputation as a poet for a quarter of a century.

In their introduction to Browning's play on Thomas Wentworth, Earl of Strafford, chief footsoldier to Charles I, the editors give Browning more credit for the final form of the biography of Strafford published under the name of John Forster than some earlier students of the problem have been willing to grant. Was the conception of Strafford's character in the *Life*, so different from that in the play, Browning's or Forster's? No new evidence is offered here, but the question is interesting; for if both conceptions of the character were in fact Browning's, we may see in the play *Strafford* his first grasp of that tension between external and internal interpretation of character which is the essence of the dramatic monologues.

This volume makes full use of all known materials. There is an appendix devoted to the copy of *Strafford* in the Berg Collection and the notes describe the surviving proof copy of the 1840 *Sordello*, and Browning's marginal comments in Alfred Domett's copy and in the volume now at Syracuse University which he probably used in his revision. The running-titles of the 1863 *Sordello* are restored and a summary of the poem is provided.

Following the tortuous process of revision through the textual notes is fascinating, but it reminds one of the claim, in the amusing editorial jargon of the "Ohio Browning," that the author is "an unstable and continuously innovating continuum." The text of *Sordello* here presented may be the best that can be established by modern editorial methods, but it is not the poem that astounded and baffled a generation. One of the major themes of *Sordello* is the impossibility, in the mid-nineteenth century, of writing the sort of poem which Browning was in fact writing, a "brother speech" which was far ahead of its time. The new Oxford edition of Browning is planned on so spacious a scale that it may seem churlish to ask for more; but the 1840 *Sordello* was a major event in the history of English poetry and it would have been valuable to have had it presented for comparison with the latest revision, as was done with the earlier and less interesting *Pauline*.

J. W. Harper

J. W. Harper is senior lecturer in English at the University of York.

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Seeing Dickens in Isolation

A Dickens Companion
by Norman Page
Macmillan, £20.00
ISBN 0 333 31539 1

Norman Page's *A Dickens Companion* promises to offer much useful information. It presents a wide variety of facts and comment: an extensive chronology; concise biographies of "the Dickens circle", and a novel-by-novel compilation of notes on authoritative texts, brief histories of their composition, serialization, publication, reception and subsequent criticism. The character check lists for each novel are supplemented by a character index at the end of the volume: neither is exhaustive. Relevant biographical information for the readings, speeches, letters and minor works is provided.

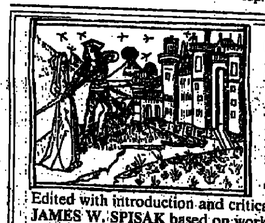
The concluding section is perhaps the most obviously unsatisfactory. The select biography lacks guiding comment and is hence far less helpful than Philip Collins's comprehensive entry in *Victorian Fiction: A Second Guide to Research*. Television adaptations are omitted from the filmography; the list of early dramatizations is made "highly selective" and hence one fails to grasp the *numbers* of adaptations which rapidly followed publication. And the utility of the appendices is questionable: the "autobiographical fragment" and Dickens's will are both readily available in Forster's *Life* (curiously, Page omits Ley's annotated 1928 version of this from his bibliography). The jottings from the Berg notebook, with the information that "an edition" is in the course of preparation, are tantalizing, but hardly ordered or informative. The notes on the number plans are scrappy, far inferior to the material supplied by Butt and Tillotson, to whom the reader is in any case referred.

It is because Page puts forward so much potentially useful knowledge that one feels this book's inadequacies so keenly. The commentaries on each novel are enlivened with remarks uttered by Dickens, his contemporaries, and subsequent critics, but, with an irritating lack of scholarliness, we are rarely given specific sources. However, Page highlights well some areas in which further study is needed. He regrets that Dickens's comedy has not received more attention; rightly remarks that "much detailed work remains to be done on Dickens's language and style". His observations on, for example, the thickets of manuscript revisions of Flora Finchings's speeches, show his own ability in this area.

But there are other fields of criticism to which Page is curiously blind. He ignores the contribution made by feminist criticism to Dickens studies; even more culpably, he fails to place Dickens within the wider range of attention which has recently been paid to the Victorian novel, particularly with regard to the possibilities of fictionality and narrative. So while the *Companion* is useful in gathering together information, it is decidedly old-fashioned in its outlook. It primarily serves those who wish to study Dickens in isolation; rather than those who wish to place him in the context of Victorian writing and its attendant criticism.

Kate Flint

Kate Flint is lecturer in English at the University of Bristol.



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BOOKS

ENGLISH

Taking Shaw to the limit

The Art and Mind of Shaw: essays in criticism
by A. M. Gibbs
Macmillan, £20.00
ISBN 0 333 28679 0
Bernard Shaw: a bibliography (two volumes)
edited by Dan H. Laurence
Clarendon Press: Oxford University Press, £80.00
ISBN 0 19 818179 5

Shaw has not yet received his academic due in Britain, though he has gained rather more than his due in the United States. Professor Gibbs seems well-placed as an Australian to offer us a balanced perspective. His new study of Shaw does indeed offer a perceptive and even-handed account of a still-contentious figure.

This is not a formal treatise on Shaw's work. The early general chapters are illuminating but somewhat diffuse. A chapter entitled "Critical Perspectives" turns rapidly into a discussion of Shaw's theatrical technique which, while interesting in itself, is barely relevant to the stated topic of the vicissitudes of Shaw's critical reputation. The later chapters are more cogently based on individual plays. These are subjected to an informed but sceptical analysis, although the links between the plays might be more clearly established. There is little comment on Shaw's overall development as a dramatist, and several major plays are left out altogether, including *Saint Joan* and *Back to Methuselah*. The book draws on Shaw's biography and on his critical and political writing, but primarily in order to elucidate the plays themselves.

Professor Gibbs explores the creative contradictions in Shaw's work – the tension between realism and romance in the early comedy, the clash of opposing idea and will in the mature drama, the uniquely Shavian comic dialectic of aspiration and deflation. And throughout his creative work, the sense of disorderly life escaping from whatever pattern mankind seeks to impose upon it – even the patterns of Shaw's own contriving. "Making life means making trouble", as Professor Higgins ruefully observes.

The emphasis in this book is on the positive aspects of Shaw's work, but the author acknowledges his limitations too. The final chapter on "Shaw and Suffering" quotes the playwright's response to the complaint by Tolstoy of a fundamental lack of seriousness in his writing. "Suppose the world were only one of God's jokes, would you work any the less to make it a good joke instead of a bad one?" It is a retort which illuminates both the strength and the limitation of Shaw's genius. Professor Gibbs helps to substantiate the case for Shaw as a writer of major importance, while also indicating the limits of his scope.

Scholars owe a considerable debt to Professor Dan H. Laurence for his thirty years of toil on the canon of Shaw's work. This includes the indispensable seven-volume edition of the plays, the complete music criticism, and the steadily-accumulating series of collected letters which has now reached 1910. Here we have a two-volume bibliography of works wholly or partly by Shaw, including the ephemera, together with a checklist of books on Shaw – though not articles or essays, which would furnish material for a third volume.

It has been a massive undertaking, made still more difficult by the disappearance and subsequent dispersal of many of Shaw's papers in the last years of his life. Professor Laurence writes with feeling restraint about the activities of the old author's dubious amanuensis, Dr Fritz Loewenstein, a character to whom only the pen of Vladimir Nabokov could have done full justice.

Over a thousand pages of text, 12 different sections ranging from books and journalism to "Wraiths and Strays" and "Misattribution", a comprehensive index, ten pages of acknowledgements – the sheer scale of the opus is staggering. That it should also provide a good read is almost beyond credibility. Yet there is much fascinating material in these pages: the journalism alone provides a rich vein. From "Musical Notes" in 1876 to "We Sing Better than Our Grandparents" in 1950; from "England's Difficulty is Ireland's Opportunity" in 1916 to "Shaw Hails de Valera for Mourning Hitler" in 1945; from "The Menace of the Leisured Woman" (1927) to "The Bishop Would Be a Nudist" (1935) – the title headings give us a sense of the range of Shaw's interest, though one somehow doubts that he was responsible for their phraseology. My own favourite is the headline to an interview in 1921: "G. B. S. Threatens Pains and Penalties: If Anyone Turns *Pygmalion* into Musical Comedy."

So vast was Shaw's output, so keen was the appetite of the press for his most flippant observation, so assiduous was the author in both creating and supplying the demand for his work, that a bibliography of this kind will inevitably continue to require emendation and addition. The publishers are generous in their provision of blank pages for this purpose. It would be churlish to conclude other than by saluting a major new work of scholarship, worth every penny of its daunting price.

Timothy Kidd

Timothy Kidd is lecturer in drama at Ithaca College, London.

The sleeping Little Nell, as she appeared in the fourth weekly number of *Master Humphrey's Clock* by "Boz". Nottingham Court Press is issuing a facsimile of the entire run of the 88 parts of the paper for £100 including postage. Nottingham Court Press is at 44 Gosforth Russell Street, London WC1B 3PA.

Teasing verse

Pope's "Essay on Man"
by A. D. Nuttall
Allen & Unwin, £15.00
ISBN 004 800017 5

In the year in which publication of *An Essay on Man* was completed, Pope wrote in a letter: "Whether I can proceed in the same grave march like Lucretius, or must descend to the gayeties of Horace, I know not". Professor A. D. Nuttall observes, in his admirable new contribution to the Unwin Critical Library, that the rival attractions of Pope's two Roman masters create a tension between the Essay as a system and the *Essay* as a miscellany.

He seems to incline to the opinion that it is a miscellany, for, unlike William Warburton in Pope's day or Maynard Mack in ours, he makes no attempt to prove the overall philosophical integrity, least of all the Christian orthodoxy, of Pope's poem. On the contrary he freely accepts that much of what Pope asserts is inconsistent with our experience, and he exposes Pope's doctrinal contradictions for what they are. He is a helpful, companionable guide, who does not parade his learning, but unpretentiously insinuates it, defining the terms of the trade ("theodicy", "plenum") as we go, and, as occasion arises, introducing Spinoza, Leibniz, Locke, Shaftesbury, William King, Mandeville, Butler, Hume, Voltaire, and other thinkers to illuminate Pope's philosophy, by complementary or opposing strategies of argument.

The substance of his book is a vigilant commentary or running dialogue with Pope's poem, as it unfolds, paragraph by paragraph, constituting a dramatic experience, rather than a static system: at one point he nicely compares himself and his readers to "ill-bred spaniels", teasing at the verses and sniffing out the meaning. His manner may be illustrated by the concluding paragraph of a dozen pages devoted to spaniel-like worrying at the manifold ambiguities of the first four lines of Epistle iv:

> Yet Pope has a way of putting his very elusiveness to work. The manner in which the reader's expectations are half-frustrated and deflected is paralleled by the nature of happiness itself, as Pope presents it. For happiness is both obvious and unobvious, as palpably available to some as bread and butter, yet often find that the harder they look the less they find. It is therefore in a way quite proper that the paragraph itself should shimmer before the reader's mind.

Moving to the concluding compliment to Bolingbroke,

> 'Tis never to be bought, but always free,
> And fled from Monarchs, St JOHN! dwells with thee.

Nuttall adds: "The last steps of the figure are faultlessly performed and the reader, formally excluded by the personal pronoun, 'thee' politely applauds from the sidelines". The reader cannot help but applaud Nuttall too.

Professor Nuttall is almost invariably a beautiful mover: he is flatfooted only when he feels obliged to use those burdensome, unnecessary, and pretentiously misleading categories, "Romantic" and "Augustan". He occasionally represents the *Essay* in its worst features as the work of that much-pilloried figure, the "Augustan man of letters, critical, urbane, unassuming", in its better moments the *Essay* requires "a pre-Romantic manner of which Augustan control remains but ideas and emotions begin to break into a kind of rapture", or "pre-Romantic exhilaration". Vexation on encountering those outdated and stunningly crude "Romantic-Augustan" categories is, if anything, increased by the very sensitivity and alertness of Nuttall's criticism overall.

A. J. Sambrook

A. J. Sambrook is professor of English at the University of Southampton.

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Poetic licence

The "Inward" Language: sonnets of Wyatt, Sidney, Shakespeare, Donne
by Anne Ferry
University of Chicago Press, £21.25
ISBN 0 226 24466 0

When my love swears that she is made of truth,
I do believe her though I know she lyes

The first two lines of a sonnet, and already two dissemblers. The beloved is accused of hypocrisy. She says she is made of truth (maid of truth) but she really lies (tells lies/lies with others). The dissembling of the poet himself is less easy to define. If *believe* means that he says he believes her, then he is a hypocrite too. But the more we allow *believe* its normal sense, the more we puzzle at the way the poet presents himself to us, as both deceived and deceiver.

This gap between the poet's statements about himself and his self-knowledge is the subject of Anne Ferry's book. Her aim is to show how it widened through the sixteenth century in the work of the major sonneteers, so that, with no real change in vocabulary, a poetry which began by asserting no radical difference between inner feelings and outward expression developed into one in which it is impossible to know if language "is being used to reveal or disguise".

The focus of this development is Hamlet, frequently invoked as the first modern man. He is a "speaker who cannot be known from his outward show, not because it is a deliberate disguise but because it is so widely distanced from his inner experience". But this sentence Anne Ferry first applies to the speaker of Shakespeare's sonnets; and behind the Shakespearean sonneteer is Sidney's Astrophil. She makes a strong case for a reestimation of the strength of Sidney's influence upon Shakespeare, constantly showing how these two, alone of the multitude of Elizabethan poets, explored the slippery practice of writing love sonnets. More mysterious, though, is the power of the sonnet form. Wyatt's use of it predicted, if it did not actually influence, Sidney's; for in his sonnets there is an ambiguous quality not found in his other poetry. Sidney's ambiguities, again found only in his sonnets, are more complex because they expose not only the slipperiness of poetic language, but question the sincerity of the poet who uses this language. Shakespeare is said to have developed this insight of Sidney's into "what amounts to a new conception of human nature", while Donne, who carefully avoided the sonnet in his love poetry, used it in his divine poetry to explore and reveal his uncertainty about his inner self, a process which makes the speakers in his holy sonnets "dramatic creations who are more like Astrophil and the poet-lover in Shakespeare's sonnets than they are like Donne's lovers".

The best things in this book are in the early chapters, in Anne Ferry's discussion of the limitations of words like *self*, *secret*, *private*, and *inward* in the sixteenth century, her ruminations on the near impossibility for a person to be alone then, and her close readings of Wyatt's and Sidney's sonnets. But the argument gets gradually less convincing, probably because it lacks the breadth of interest which Stephen Greenblatt's recent *Renaissance Self-Fashioning* had. Greenblatt's discussion of "inwardness" in Wyatt's poetry linked it both to the new Protestant religious attitudes and to a consideration of power and sexuality. Anne Ferry, apart from her speculation about personal space, makes little contact with anything outside poetic language itself. This is too limited a vision for a topic so broad as man's changing conception of his inner self.

Gerald Hammond

Gerald Hammond is senior lecturer in English at the University of Manchester.

Wyatt, after Holbein

BOOKS

ENGLISH

For all seasons

The Later Poems of John Clare 1837–1864, two volumes
edited by Eric Robinson and David Powell
Clarendon Press: Oxford University Press, £85.00 (published May 10)
ISBN 0 19 811874 0

Fifty years ago, Clare was almost unknown; now he is given the ultimate accolade of a presentation in this fine and expensive Oxford English texts edition. During his own lifetime he could have had few expectations that he would, like Keats, be among the English poets after his death; yet here he is, given the full treatment – authentic texts, accurate dating, explanatory and textual notes, glossary, and a good, though brief, introduction.

The result is strangely moving, if only because of the very uneven quality of the later verse. Here is the whole of the later Clare, long after he had given up hope of being published again, and long after he had even given up collecting his poems together as he had done in *The Midsummer Cushion*. There is a certain sense of authenticity about these poems, which comes from the fact that they are all included, the good, the bad and the mediocre: this is Clare in all moods, a poet for all seasons in more than one sense. And from so much that is tentative and derivative, the great poems of the later years rise like rare birds.

The period covered by these volumes dates from Clare's admission to Dr Matthew Allen's private asylum near Epping in 1837 to his death in the mental hospital at Northampton 27 years later. The reason why the poems of these years are the first to appear is simply that the originals are in a better state than the manuscripts of the early poems. Many of them were transcribed by the house-steward at Northampton, W. F. Knight, who earned an unexpected immortality by his encouragement of Clare and his preservation of the poems.

These volumes are full of surprises, of unexpected twists and turns: the accumulated effect of reading the poems together is that of finding an undirected, random poetic intelligence at work. There are, for instance, many poems to young girls; as Geoffrey Grigson once remarked, their names grow up like weeds round the pages. But what might not have been anticipated is a poem such as "Angels of earth", which is a kind of heterosexual version of Herbert's "Providence": woman becomes creation's masterpiece, the loving hand of God seen in their soft bosoms and gentle eyes.

Similarly, the folk-song tradition is an expected element in these poems; what is less often noticed is that Clare was a very good mimic, able to catch the turn of phrase and even the tone of voice of others. There are Scottish poems, after the manner of Burns, or of Byron's *Hours of Idleness*; there are even references to the Highland Clearances, which probably drew Clare's sympathy from his own sense of being uprooted and dispossessed. There are biblical paraphrases, too, and poems such as "The Maid of Jerusalem" which are clear imitations of Byron's *Hebrew Melodies*.

In addition to such a striking variety of subject-matter, there are immense variations of tone and quality. From the High Beach period alone come the unpretentious "Song on Tobacco", the lovely lyrics of "Child Harold", and the *ottave rima* stanzas of "Don Juan", which often echo Byron and add Clare's own bitter coarseness. It is in such inclusive contrasts and contradictions that the value of this edition lies: it enables us to see the later Clare steadily, and see him whole.

"Real poets must be truly honest men", Clare wrote in "Child Harold". There is certainly an ingenuous honesty about the poems in this edition, which is given more emphasis because he cannot always write with the magnificence of "A Vision" or the grace of "I'll come to thee at even tide". This is ordinary John Clare, as well as extraordinary John Clare; for the other Clare, the poet of Helpstone and its enclosures, author of "The Parish" and "The Flitting", we shall have to wait for further volumes in this edition. The whole enterprise should be quite remarkable: an act of faith in a poet who is unique among the romantic poets in the simplicity and directness of his expression of experience, and an indication, if one were needed, that we cannot think of Clare as a minor poet.

J. R. Watson

J. R. Watson is professor of English at the University of Durham.

Come from the grave

Shakespearian Dimensions
by G. R. Wilson Knight
Harvester Press, £18.95
ISBN 0 7108 0628 0

"I have always, from my first publication *Myth and Miracle* in 1929 onwards, been concerned with this further dimension," says Professor Wilson Knight, the dimension in question being the spiritual. Indeed the present collection of essays, drawn from many different times and places, underlines the continuity over many years of his interest in the visionary and occult.

"Shakespeare's poetry offers us in varying degrees an idealized, and therefore spiritualized, reading of man," he writes, and *Timon of Athens* remains for him the principal testament of that dimension, "central to the prophetic literature of Renaissance Europe," according to a piece first published in 1940, and "our one supreme expression of the central enigma . . . of religious inquiry throughout the human race," in the words of another essay forty years later. This extraordinary preoccupation with the figure of Timon has to do with the mythic import of his progression away from a materialistic society to a world beyond, an elemental world of naked sublimity which finally leads to the mysterious "life-death transition", the ultimate dimension.

In his most recent essay on the play, Wilson Knight sets out to assimilate it to the teachings of Buddhism, comparing Timon's rejection of mankind to "the Buddhistic will to surpass human existence" and his voluntary death to the state of Nirvana. In these terms, the misanthropy and nihilism of Timon's attitude to temporal existence are revalued transcendentally. It is rather late in the day to take issue with Wilson Knight's long-established veneration of *Timon*, but the case is central to his interpretation of Shakespearian tragedy from a point of view that is beyond tragedy itself.

The issue of death and the limits of tragedy is raised again in a kind of postscript on *King Lear*, suggesting that the cliff scene presents through Gloucester's blindness and Edgar's description of a non-existent precipice an analogy to our mistaken apprehension of death as "a fall into nothingness". The perception is complemented by a fresh interpretation of Lear's much-debated last words:

> Do you see this? Look on her, look, her lips,
> Look there, look there!

A. C. Bradley tentatively supposed that Lear dies believing Cordelia lives, a reading which is open to Wilson Knight's objection that the hero cannot be presumed to die in a state of delusion. Wilson Knight proposes that Lear's final words are prompted by the "sight of her soul-body released", a reading which requires that we awaken our spiritualist faith. The tragedy surely insists on the fact and finiteness of death in each case.

When Paulina requires us to awaken our faith in the statue scene of *The Winter's Tale*, we are indeed in a dimension beyond tragedy. Wilson Knight takes up the question of Hermione's survival, or revival, in several of the pieces included here; the problem of understanding this climactic scene has evidently continued to absorb him as persistently as the death-passage of Timon. The sense of mystery and miracle attending the spectacle of a work of art apparently coming to life is certainly at odds with the commonsense awareness that Paulina has kept Hermione alive in seclusion, but both would seem to co-exist, although Wilson Knight would make them mutually exclusive. In his latest essay on the scene, he suggests that we are witnessing, within the limitations of human art, something akin to a spiritualist conception of a "manifestation", with Paulina as the medium:

> Shakespeare, or his inspirers, are trying to get some great truth home in terms of his own limited stock-in-trade, which included fascination with visual artistry, itself on the borderline always of the supernatural, together with a reliance on religious terminology and belief.

What is missing from this is a recognition of the warm, breathing physical reality of Hermione's embracing Leontes and the blessing of her no less miraculously living daughter:

> Tell me, mine own,
> Where hast thou been preserv'd? Where liv'd?

There needs no ghost come from the grave to tell us this.

Paradoxically, while *Shakespearian Dimensions* recalls the principal concerns of an interpretative approach that has had a major influence on modern critical discussion of the plays, the main impression conveyed by these essays is that of a highly individual and idiosyncratic mind reaffirming its own abiding personal convictions. It is true, in the words of one commentator quoted here, that "we are all the inheritors of Wilson Knight", yet, as these essays show, he remains an arch-exponent of the heterodox.

D. J. Palmer

D. J. Palmer is professor of English at the University of Manchester.

Wilson Knight as Timon, 1976

Fifty years on

George Moore in Perspective
edited by Janet Egleson Dunleavy
Colin Smythe, £10.50
ISBN 0 389 20395 5

The fiftieth anniversary of the death of George Moore has prompted publication of this volume of essays. Commemoration volumes have the virtue of bringing together work otherwise scattered through periodicals, but there is a danger that the occasion may elicit slight pieces, written to order. With certain exceptions the present volume seems to fall into that trap. A reader seeking a background to a neglected author would learn little about his work, and the book's appeal is likely to be restricted to existing enthusiasts. Like some weekend conferences, it offers contributions which differ so considerably in tone, depth and approach that they leave a doubt whether the occasion could not have been put to better use.

The opening essay, "George Moore: a reappraisal", by Janet Dunleavy, can be excepted from such strictures. Professor Dunleavy describes the various phases of Moore's career, outlining the problems of classification which face "serious students". Much of Moore's writing is an amalgam of fact and fiction, autobiography and invention. Unreliable as a source, whichever genre he was ostensibly using, he had a habit of twisting events to suit his own version of them. As a novelist, Moore is widely known for the early *Esther Waters*, a "realist" work in which he made his most sustained attempt at objectivity. His other novels are little read, and many readers probably prefer the books which are closest to autobiography, *Confessions of a Young Man* and the trilogy, *Hail and Farewell*.

Two essays in *George Moore in Perspective* discuss Moore's possible effect on younger Irish writers: Joyce and Beckett. Any connexion between Moore and Beckett is conjectural, and Melvin Friedman's essay is concerned with affinities rather than with direct literary influence. The relationship of Moore and Joyce has been analysed in the past, but Patrick McCarthy makes some perceptive speculations about Joyce's artistic jealousy of an older writer whose techniques were often close to his own.

Robert Stephen Becker gives a glimpse of his forthcoming edition of Moore's letters. Like Edwin Gilcher's thorough account of variant published editions, it reminds the reader of Moore's commitment to art. He once told Lady Cunard: "Other men have wives, children, religion, God. I have my star, my ideal, my ideal of light, loveliness and grace which I follow always".

Three of the contributors attempt to set Moore in his geographical background. Mayo, Paris and Dublin are selected, rather than London, where Moore probably spent at much time as in all three together. The Paris essay is a fascinating study of the city between 1873 and 1880 but Moore's involvement is largely peripheral. If we learn more about his time in Dublin, the effect is curiously insubstantial: "Dublin, in an eternal [illegible] city, a city transfixed in the movement from empire to imagination with a democratic heart" is the first sentence of an essay which never seems quite sure of its direction.

Richard Byrne's fresh and readable account of his own discovery of Moore's family home tells us about Mr Byrne rather than about Moore. In the course of his work for the Electrical Supply Board Byrne enjoyed swimming, rowing and fishing in Lough Carra, near the burnt-out shell of Moore Hall. The author does not comment on the juxtaposition of a 19-year-old, away from home for the first time, with one of Moore's most potent artistic symbols. We must supply our own memories of *The Lake*, whose hero, a priest, endures an agonizing period of introspection before leaving his parish. Feigning death, he swims out to a new life. "There is a lake in every man's heart", he said."

The most substantial essay is Gareth Dunleavy's study of Moore's medievalism, which opens up a little-known area of his fiction. In an analysis of *Héloïse and Abélard* and *A Story-Teller's Holiday*, Professor Dunleavy explores Moore's "sustained artistic effort to describe the destruction visited upon Ireland from earliest times through the beginning of the twentieth century". There is a confident breadth of response here, and one is not surprised to learn that the author had been working on the subject for many years. It is for expositions of this kind that commemorative volumes should exist.

Leonee Ormond

Leonee Ormond is lecturer in English at King's College London.

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Ideology aside. . .

The Novel and Society: Defoe to George Eliot
by Grahame Smith
Batsford, £14.95 and £6.95
ISBN 0 7134 2698 5 and 2699 3

"Discussion of the social context within *Persuasion*", Grahame Smith comments in this book, "demands critical tact". So tactful is he, indeed, so elaborately wary of all sociological reductionism, that for whole stretches of his study the "*and Society*" of the title becomes effectively superfluous, submerged beneath a much more standard form of practical criticism. Such criticism will now dutifully acknowledge the social dimension of art, since it is no longer fashionable to be full-bloodedly formalist; but because it is still traumatized by the prospect of mechanistic determinism, that acknowledgement is often little more than notional.

The supposed reductionism of Marxist criticism is, in fact, for the most part a liberal fantasy. Almost every Marxist cultural critic of note has vigorously combated such an approach, insisting on the centrality of artistic form. Liberal critics, however, are reluctant to be deprived of their Aunt Sallies; so Dr Smith clings to the view that Marxism is an economic determinism, however few Marxists he would find to support him. Social conditions, he holds, may facilitate the novel form in general, but varieties of form must be accounted for by "individual genius". The social criticism for which he argues, that is to say, can by his own admission tell us almost nothing specific about literary works. Faint-hearted and self-doubting, his book nervously undercuts its own thesis at every turn.

It is hardly surprising, then, that much of what it has to say of particular English novelists is either tangential to its declared preoccupation, or "social" in so nebulous a sense that the concept rapidly sheds all precise meaning. Defoe is praised for his "heterogeneity", a quality pinned extremely loosely to social change; the concept of melodrama in *Clarissa* has equally obscure social roots; the treatment of *Tom Jones* is a good deal more immanent than contextual. Austen, Dickens and Thackeray, perhaps unavoidably, receive rather more direct "social" attention, but much of this is as unoriginal as the concluding chapter's claim that *Daniel Deronda* marks a break with classical realism. A telling sentence from the Richardson chapter begins: "Leaving aside the intricacies of ideology . . .". Any Marxist critic who dared to write "Leaving aside the intricacies of literary form" would be properly upbraided; but the intricacies of ideology are apparently alien to Dr Smith's mildly commonsensical viewpoint, and so, even in a study purporting to deal with social consciousness, may be cavalierly dismissed.

The author's view, roughly summarized, would seem to be that all literary works are social, but some are more social than others. *Wuthering Heights*, for example, may well have its social aspects, but "it is just not fruitful to discuss (the novel) in social terms". Emily Brontë, as often, acts as the litmus test of social criticism: if even *those* transcendental mysteries are amenable to ideological analysis, what indeed is sacred? It is doubtful whether Brontë herself shared this anxiety; her novel strongly persuades us to believe that the tragic history of Catherine and Heathcliff was triggered by the former's rejection of the latter as a socially inferior suitor. . . .

Terry Eagleton

Terry Eagleton is fellow and tutor in English at Wadham College, Oxford.

A Carlyle Reader, edited by G. B. Tennyson, was published yesterday by Cambridge University Press at £25.00 and £5.95. First published in the USA in 1969, the anthology includes examples from all periods and types of Carlyle's writing.

"The small hours in the sixties at 16 Cheyne Walk" by Max Beerbohm shows Swinburne reading to Gabriel and William Rossetti. Taken from Margaret Stonyk's *Nineteenth-Century English Literature* (Macmillan, £15.00 and £3.95).

Poetic zeal

Edmund Spenser: protestant poet
by Anthea Hume
Cambridge University Press, £18.50
ISBN 0 521 25807 3
Milton's Puritan Masque
by Maryann Cale McGuire
University of Georgia Press, $20.00
ISBN 0 8203 0674 6

That both our greatest Renaissance poets appear to have been Puritans has caused some puzzlement, not a little disappointment, and occasional embarrassment to critics and commentators, who have shown a marked disinclination to believe that when either poet's imagination was engaged his religious convictions were also in play. Since Blake and Shelley found the revolutionary heart of *Paradise Lost* beating in Satan's breast, the argument that the epic's theological villain is its poetic hero has been frequently deployed. Critics have similarly confessed to feeling a good deal more companionable towards Comus and his Cavalier gusto than to the Lady and her chastity, from which it is not a large step to supposing Milton the poet felt so too.

In much the same way the biographical case for Spenser's Puritanism has little relevance to his poetry for those who discover an entirely healthy interest in female flesh in *The Faerie Queene* and catch Spenser getting grace and religion quickly out of the way in his first book. If Spenser must have a religion, it had far better be the liberal conservatism of Richard Hooker than the reforming zeal of Thomas Cartwright: in the ecclesiastical eclogues of *The Shepheardes Calender*, we are often assured, Spenser's large sympathies are not confined to the views of any one of the interlocutors, and certainly not to his anti-clerical figures.

It is the contrary case which is argued in the books under review. Both contend that we wrong these poets if we take them at less than their Puritan word. Neither pursues its case to absurdly reductive lengths, and each is sensitive to the interplay of classical, humanist, neoplatonic, romantic and iconographical elements in the poetry, but it is nevertheless the poets' Puritan commitment which is championed as the inspiration and the shaping principle of their poetic designs (both formal and effective).

Of the two, Anthea Hume's is the more wide-ranging and radical. Her opening discussion of *The Shepheardes Calender* argues "that Spenser has organized the dialogues in such a way as to ensure that the Puritan arguments emerge as the imaginatively persuasive ones". Her exemplary demonstration of this thesis combines close attention to textual details with pertinent reference to contemporary ecclesiastical controversy and sermons to conclude that, despite the interest attached to both sides in the dialogues, "the flaws in one speaker's argument are steadily exposed, while the other speaker builds up a consistent and self-authenticating case". In place of the non-aligned and ambivalent Spenser is set a poet notably committed to Puritan ideals and Diggon. Dr Hume discerns the same consistently religious purpose in *The Faerie Queene*, arguing that it moves not from grace to nature but from grace to the works of faith, becoming, in fact, a pilgrim's progress. After Christian faith comes Christian life, "the pursuit of perfection", "growth in moral virtue". Like all the best criticism, this interpretation has the authority of simplicity. It has, furthermore, the persuasiveness of historical probability. Dr Hume's argument that there is no change in the poem's frame of reference after Book I restores to it a unity of conception and design demonstrably compatible with Puritan teaching. All Spenserians will henceforth have to take account of this crisply written and compelling study, and they will no longer find it easy to show Spenser the Puritan the door when they admit Spenser the poet.

In Maryann McGuire's view a similar commitment and dynamic leads Milton in *Comus* to reform and to re-form the Caroline masque. This has been, to a degree, acknowledged by most accounts of *Comus*, but Dr McGuire goes further in her contention that Milton's Puritanism is the controlling force *throughout* the masque. She begins by addressing the insufficiently pondered paradox that Milton should have essayed a genre closely associated with the values of the court and with the royalist complacencies of Charles II and Henrietta Maria. She resolves the paradox by noting that Comus sounds very early like a defender of Charles II's *Declaration of Sports*: Milton is, with maybe some audacity as he would later show, an epic in which to redefine less values, taking up the masque to say the very values the form came into being to express. His "chastity" is distinguished not only from Roman Catholic abstinence but also from the romantic neoplatonism of the Cavalier version of courtly love. As its substitution in St Paul's triad suggests, it comprehends the works of faith and faith here — as everywhere in Milton — thrives by exercise. Hence, in place of the masque's usual ritualistic affirmation of harmony and stasis, Milton offers a dramatic pilgrim's progress, his characters journeying both physically and spiritually. Dr McGuire is the most convincing explanation we have of why Milton should ever have written *Comus*.

N. H. Keeble

Dr Keeble is lecturer in English at the University of Stirling.

Coming to terms

The Thistle Rises: an anthology of poetry and prose by Hugh MacDiarmid
edited by Alan Bold
Hamish Hamilton, £12.95
ISBN 0 241 11171 4

At eighty-five, Hugh MacDiarmid was content to borrow from Thomas Hardy to sum up his artistic position: "Literature is the written expression of revolt against all accepted things". Perhaps only Ezra Pound borrowed more. MacDiarmid's borrowings were often unconscious and mystifying; the poem "Perfect" turned out to be a typographical rearrangement of Glyn Jones's prose; and Hardy seems an astonishing choice of proxy for a mystical nationalist/communist.

Like Pound again, MacDiarmid rarely achieved a balance between revolt and expression. He could be startlingly prosaic and in later years became addicted to diatribe and to long, intense quotations from obscure Baltic philosophers. MacDiarmid's ideas rarely stand up to independent scrutiny. He was concerned in the main with the way they *sounded*, as in his notorious insistence that "Shirokogoroff's *Psychomental Complex of the Tungus*" was great poetry. The claim was not for the text (if it existed at all) but for the poetic resonance of the unpoetic words.

Perhaps ironically, it is the first, poetic, part of *The Thistle Rises*, Alan Bold's new MacDiarmid anthology, which seems irrelevant. We now have the *Complete Poems*, an authoritative anthology edited by the poet's son Michael Grieve and Alexander Scott, an overlapping edition of *The Socialist Poems* by J. D. Law and Thurso Berwick, and a useful Penguin selection. There are 116 pages of poetry in *The Thistle Rises*, including several pieces excluded from the *Complete Poems*. These seven are scarcely worth reprinting in a general anthology and show MacDiarmid at his weakest and most unpoetically "occasional", in diatribe on the American missile base at Holy Loch is entitled (quite probably) "The Unholy Loch" and ends: "Nay, Hell itself it would disgrace for a Polaris base there is NO PLACE".

The real value of *The Thistle Rises* is in the succeeding three hundred pages of prose: essays, MacDiarmid's rejected short fiction, speeches and interviews. Understandably, since he has just published an edition of the book, Bold includes only one piece from the remarkable *Annals of the Five Senses*, MacDiarmid's first collection, published under his real name, C. M. Grieve. The selection from *Scots Scene*, his collaboration with the equally pseudonymous Lewis Grassic Gibbon is a strange one, an unsuccessful closet drama. His essay there on Major Douglas, Pound's mentor on the theorist of social credit, is only more worthy of reprinting.

However, there is a wealth of valuable material. Sensibly, Bold has edited down MacDiarmid's copious and lengthy quotations without tampering with the prose. The result is leaner and far more readable.

We are slowly coming to terms with Hugh MacDiarmid. Alan Bold's contribution to our understanding has been enormous. As well as the valuable editions, he has written the *Terrible Crystal*, a study of the poetry, and is working on a critical biography. Perhaps his most valuable contribution is still to come; an edition of the letters is due later this year. These should help cut through many of the myths and obfuscations MacDiarmid laid as armatures to his poetic ego.

Brian Morton

Brian Morton is features editor of the TLES.

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Sir Bernard Miller, M.A., LL.D., FCIS,
Chairman of Council
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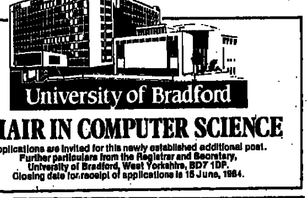

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Preference will be given to candidates with strong research interests particularly in the areas of either Knowledge Based Systems, Man Machine Interface or Data Management.

Salary will be on the Lecturer Scale £7,190 to £14,125 per annum (scale under review) with appropriate placing.

Further particulars and application forms may be obtained from the Secretary, Heriot-Watt University, Riccarton, Currie, Edinburgh EH14 4AS. Telephone 031-449 5111 Ext. 422.

Further particulars and application forms may be obtained from the Personnel Officer, Heriot-Watt University, Chambers Street, Edinburgh EH1 1HX. Telephone 031-225 8432 Ext. 224. Please quote reference No 59/84. (14)

Universities continued

UNIVERSITY OF EAST ANGLIA
NORWICH

CHAIR IN ENGLISH LITERATURE

Applications are invited for a Chair in English Literature in the School of English and American Studies.

The successful candidate will be expected to provide academic leadership in a group of more than twenty academic staff, and to promote links with other subjects in an interdisciplinary School of Studies. Appointment will be at an appropriate point on the Professorial scale £17,275 to £21,180 (under review) and will be tenable from April 1985.

Applications (five copies), giving full particulars of age, qualifications and experience, together with the names and addresses of three persons to whom reference may be made should be lodged with the Registrar and Secretary, University of East Anglia, Norwich, NR4 7TJ (telephone 0603 56161 ext 2206) from whom further particulars may be obtained, not later than 15 June 1984. No forms of application are issued. (14634)

UNIVERSITY OF
EAST ANGLIA
Norwich

CHAIR IN ECONOMICS

Applications are invited for a Chair in Economics in the School of Economic and Social Studies, in succession to Professor A. Schweinberger. There is no restriction of field within economics but applicants will be expected to have one or more specialisms as well as broadly based interests in the discipline. The appointment will be at an appropriate point on the Professorial scale £17,275 to £21,180 (under review) and will be tenable from January 1985 or as soon as possible thereafter.

Applications (five copies), giving full particulars of age, qualifications and experience, together with the names and addresses of three persons to whom reference may be made should be lodged with the Registrar and Secretary, University of East Anglia, Norwich, NR4 7TJ (telephone 0603 56161 ext 2206) from whom further particulars may be obtained, not later than 24 June 1984. No forms of application are issued. (14636)

Southampton
THE UNIVERSITY

Department of Economics

Applications are invited for the post of

LECTURER in the Department of Economics

Candidates should be qualified at least to graduate level in an appropriate subject but may have teaching and research interests in any field of Economics.

The appointment will be made on salary scale £7190-£460 (15)-£14,125 per annum, (under review). The initial salary will depend on qualifications and experience.

Further particulars may be obtained from D.A.S. Copland, The University, Southampton SO9 5NH to whom applications (7 copies from U.K. applicants) should be sent not later than 30 May 1984, quoting reference 2038/THES. (14729)

Southampton
THE UNIVERSITY

DEPARTMENT OF MATHEMATICS

Applications are invited for a 'New Blood' post of

LECTURER IN PURE MATHEMATICS

In the Department of Mathematics. Candidates should have at least a good honours degree in Pure Mathematics or its equivalent.

Salary scale: £7,190 x £460 (15)-£14,125 per annum (under review). The initial salary will depend on qualifications and experience.

Further particulars may be obtained from D.A.S. Copland, The University, Southampton SO9 5NH to whom applications (7 copies from United Kingdom applicants) should be sent not later than 26 May 1984 quoting reference no: 2038. (14729)

University of the Witwatersrand Johannesburg, South Africa

Faculty of Architecture

CHAIR OF QUANTITY SURVEYING

Applications are invited from suitably qualified candidates, regardless of sex, race, colour or nationality, for the above appointment to the Chair of Quantity Surveying. The successful appointee will be responsible for the administration of the Department, will be involved in teaching and research and will have opportunities for research in his field of interest as well as limited private work.

The Department offers a four year undergraduate Bachelor of Science degree, and Honours, Masters and Doctoral degrees by research. The Department provides instructions in modern methods in allied disciplines.

The total emoluments attached to this post fall within the range: R25 884 - R33 888 per annum. The actual salary will be determined according to qualifications, experience, benefits including a subsidised housing scheme and medical aid contributions. Relocation allowances for successful candidates attending the University's graduation ceremonies, study leave, passages, removal and settling-in allowances.

For a detailed information sheet contact Mr. Jan Bothma, South African University Offices, Africa House, 64 High Holborn, London WC1V 7HA England. H1

University of Exeter

TUTORSHIP IN ENGLISH AS A FOREIGN LANGUAGE (EFL)

Applications are invited from suitably qualified candidates for a one year Tutorship in EFL, commencing 1 August 1984. The successful applicant will be responsible for a variety of projects in English for Academic Purposes; a weekly course for postgraduates and undergraduates from a variety of disciplines.

The salary for this post is £6,310 pa (under review).

Further particulars are available from the Personnel Office, University of Exeter, Exeter EX4 4QJ, to whom applications should be sent by 25 May 1984, quoting reference no: 3376. H1

University of London School of Oriental and African Studies

Applications are invited for the following:

LECTURESHIP IN JAPANESE

tenable in the Far East Department. Applicants should possess command to teach Japanese at all levels and to undertake research in the field of language.

LECTURESHIP IN THE ECONOMIC HISTORY OF JAPAN

tenable in the Department of History. Candidates should have an honours degree in history and/or economics and a good knowledge of Japanese.

Appointments will be made from 1st October 1984. Salary scale (under review): £7,190 - £14,125 plus £1,190 per annum London Allowance with compulsory membership of the Universities Superannuation Scheme. Application forms obtainable from The Secretary, School of Oriental and African Studies, Malet Street, London WC1E 7HP, to whom applications should be lodged by 15th June 1984, quoting ref. no. H1

The University of Sydney

LECTURESHIPS/ SENIOR LECTURESHIPS IN DEPARTMENT OF LAW

These positions are available in the Department of Law.

Salary ranges: Lecturer: $A23,394 - $30,734; Senior Lecturer: $A31,296 - $35,846

Appointments to Lecturer/Senior Lecturer/Senior Lecturer/Reader will normally be made for three years and the University reserves the right not to proceed with the establishment for financial or other reasons.

Applications, quoting reference number 84/0011, including curriculum vitae, list of publications and names of three referees to the Registrar, The University, Sydney, N.S.W. Australia 2006, by 31 May 1984. Further information also available from Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF. H1

THE UNIVERSITY OF LEEDS
DEPARTMENT OF PHILOSOPHY

RESEARCH FELLOW

Applications are invited for the above post for work on philosophical problems of Artificial Intelligence involving the use of computing and/or other formal techniques.

A good honours degree in Philosophy and proven competence in a relevant formal discipline such as mathematical logic, computer science, or formal linguistics, are required.

Post available from 1st October, 1984.

Salary on the IA Range for Research and Analogous Staff (£7,190 – £11,616) (under review) according to age, qualifications and experience.

Informal enquiries may be made to Mr Martin Milligan, Department of Philosophy. (Tel: 0532 431751, Ext. 62420).

Application forms and further particulars may be obtained from the Registrar, The University, Leeds LS2 9JT, quoting reference number 13/7. Closing date for applications 31st May, 1984. (14744)

UNIVERSITY OF LEEDS
DEPARTMENTS OF PHILOSOPHY AND COMPUTER STUDIES

LECTURER

Applications are invited for the above post, which has been awarded to the University of Leeds under the UGC 'New Blood' Scheme. The emphasis of the post will be in the areas of artificial intelligence; the appropriate will have a background in philosophy and logic and have an interest in Computer Studies.

Salary on the academic salary scale for Lecturer (£7,190-£14,125) (under review); the upper age limit for applicants under the New Blood scheme is 35.

Application forms and further particulars may be obtained from the Registrar, The University, Leeds LS2 9JT, quoting reference no: 13/6/DQ.

Closing date for receipt of completed application forms 15th May, 1984. (14743)

UNIVERSITY OF
'NEW BLOOD'

LECTURESHIP In Mechanical Engineering

This new post has been created to reinforce and expand the existing research and contribute teaching in one of the following fields:

Manufacturing Systems Engineering. The areas of research, funded by SERC and manufacturing companies, include computer simulation, computer-aided production control, and intelligent knowledge-based systems for manufacturing. A wide range of equipment for CAD, robotics, numerical control and computerised inspection is already available. The teaching in this subject includes such areas as flexible manufacturing systems, robotics, automatic inspection and quality control, computer modelling and simulation of manufacturing systems.

Polymer Engineering. The research, in collaboration with staff in Polymer Science and Chemical Engineering and industry, funded by SERC and industry, embraces the analysis of polymer processes and computer-aided design and control of processing equipment. There is equipment for injection moulding, extrusion, vacuum forming and reinforced reaction injection moulding, all linked to mini/microcomputers, together with rheometry and mechanical testing facilities. Applicants should be under the age of 35, with proven research capability and an appropriate combination of academic and industrial experience. Salary on scale £7190-£14,125 p.a.

Further particulars and application forms from the Personnel Secretary (Ref: MEIN/BTH, University of Bradford, West Yorkshire BD7 1DP. Closing date asap. (14648)

LOUGHBOROUGH
UNIVERSITY
OF TECHNOLOGY

Lectureships in Ergonomics/ Information Technology

Applications are invited from graduates in ergonomics, psychology or a cognate subject for two posts of Lecturer in the Department of Human Sciences. Special emphasis will be placed on the ability to carry out basic and applied research on human factors problems arising from the application of information technology to industrial, commercial and consumer products and services.

Salary within the scale £7,190-£14,125 per annum (under review). One post is a temporary three year appointment in the first instance, on the lower half of the salary scale; for the other present holders of permanent university posts are not eligible. Further details and application form from P. L. Johnson, Establishment Officer, ref. 94/21 HU.

Loughborough *Leicestershire*

The Queen's University Belfast

NEW LECTURESHIPS

Applications are invited from persons under the age of 35 years for the following new lectureships tenable from 1st October 1984.

ETHNOMUSICOLOGY

Candidates for this post in the Department of Social Anthropology should preferably have an interest in social anthropology and have carried out, or must carry out, fieldwork in ethnomusicological studies as part of a PhD programme. They should also have acquired a reasonable level of performance skill in two musical traditions. Closing date: 31st May 1984.

INORGANIC CHEMISTRY

Applications are particularly welcome from candidates with interests in the early transition elements, high oxidation state transition metal chemistry, organometallic chemistry. However, well qualified candidates with other fields of interest are encouraged to apply. Closing date: 15th June 1984.

COMPUTER SCIENCE

This post is funded under the Alvey Information technology Initiative. The primary objective is to strengthen research in advanced technology; however the successful candidate will be expected to help with teaching of undergraduate, and post-graduate students. Candidates for suitable research topics in Computer Science, specialising in Software engineering will be considered. Preference for experience or research on software and algorithms on array and vector processors would be advantageous. Closing date: 31st May 1984.

MECHANICAL AND INDUSTRIAL ENGINEERING

Candidates should preferably have teaching and research interests in engineering design with a particular emphasis on computer-aided design, computer-aided manufacturing systems. Closing date: 31st May 1984.

THEORETICAL ATOMIC PHYSICS or ASTROPHYSICS

This post is in the Department of Applied Mathematics and Theoretical Physics. Preference will be given to candidates having experience and a strong research interest in theoretical atomic and molecular physics and/or astrophysical plasmas. Closing date: 31st May 1984.

The salary for this above lecturerships is £7,191–£14,125 per annum with contributory pension rights under USS. Initial salaries will depend on qualifications and experience.

Further particulars of above lecturerships are available from the Personnel Office at the address below. (Please quote Ref. 84/THES).

A good honours degree in Philosophy and proven competence in a relevant formal discipline such as mathematical logic, computer science, or formal linguistics, are required.

Post available from 1st October, 1984.

Salary on the IA Range for Research and Analogous Staff (£7,190 – £11,616) (under review) according to age, qualifications and experience.

Informal enquiries may be made to Mr Martin Milligan, Department of Philosophy. (Tel: 0532 431751, Ext. 62420).

Application forms and further particulars may be obtained from the Registrar, The University, Leeds LS2 9JT, quoting reference number 13/7. Closing date for applications 31st May, 1984. (14744)

University of Birmingham

Department of English

ENGLISH LANGUAGE RESEARCH

The University expects to appoint a Research Associate for four years in the first instance to work on a new project in the field of English under the direction of Professor Smith. Applicants should have a linguistic background and experience in computing. Experience in using and developing word processing systems would be advantageous.

Salary on the scale £6,319–£7,191 per annum.

Applications, quoting reference number 84/0012, including curriculum vitae and the names of three referees to the Registrar, The University, P.O. Box 363, Birmingham B15 2TT by 25th May, 1984. Further information also available from Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF. H1

THE UNIVERSITY OF ZIMBABWE

Applications are invited for the following posts:

PROFESSORSHIP: DEPARTMENT OF CHEMISTRY

Applicants should have a sustained record of recognised international excellence in their specialist area. The successful candidate will be expected to teach and conduct research in either analytical or physical chemistry. Applicants with lesser experience may be considered for a lower level.

LECTURESHIPS/SENIOR LECTURESHIPS/ ASSOCIATE PROFESSORSHIPS DEPARTMENT OF BIOLOGICAL SCIENCES (3 posts)

(a) Botany (2 posts): Applicants must have a first degree and a PhD and/or research experience in some aspect of plant science. The successful candidates will be required to contribute to undergraduate courses in general botany, plant taxonomy and plant physiology in the Department of Biological Sciences. Applicants from any area of botanical science will be considered but the areas of special preference are those of: (i) Systematic botany, where applicants with experience of the flora of Central and Southern Africa will be of particular interest; (ii) Plant physiology particularly plant growth, water relations or seed physiology.

(b) Nematology/Soil Zoology (1 post): Applicants should be experienced in the general area of Nematology and/or Soil Zoology. An area of specialisation within these disciplines will be considered but preference will be given to candidates with research experience with plant infecting or other soil-inhabiting nematodes. The successful candidate should have a first degree in some aspect of biological or agricultural science and Ph.D and/or research experience in the appropriate area of specialisation. He/she will be required to contribute to undergraduate courses in invertebrate zoology, parasitology and soil ecology and to appropriate postgraduate courses.

LECTURESHIP/SENIOR LECTURESHIP/ ASSOCIATE PROFESSORSHIP: DEPARTMENT OF CURRICULUM STUDIES (HISTORY)

Applicants should preferably have an honours degree in history, a postgraduate certificate in Education with history methods as one of the subject areas of study, and at least a Master's degree in curriculum theory.

The successful candidate will be required to teach Grad. CE history methods, B.Ed history and to offer at least one area of curriculum planning and curriculum evaluation.

LECTURESHIP/SENIOR LECTURESHIP/ ASSOCIATE PROFESSORSHIP: DEPARTMENT OF CIVIL ENGINEERING

Applicants should have a good first degree in Civil Engineering plus corporate membership of an approved engineering institution gained by professional interview after sufficient post graduation practical experience. Candidates who are additionally/ have had research and teaching experience and who hold higher degrees or postgraduate diplomas in civil engineering will be at an advantage. The successful candidate will be expected to be able to contribute to teaching and research in the Structural Engineering field and in one other major field of civil engineering such as Water Engineering, Civil Engineering Materials, Geotechnology or Construction Management.

LECTURESHIP/SENIOR LECTURESHIP/ ASSOCIATE PROFESSORSHIP: DEPARTMENT OF ANAESTHETICS

Applicants must hold FFARCS or equivalent higher qualifications. The successful candidate will be expected to engage in clinical work and take part in research and teaching.

LECTURESHIP/SENIOR LECTURESHIP/ ASSOCIATE PROFESSORSHIP: CENTRE FOR EDUCATIONAL TECHNOLOGY

Applicants should be qualified and/or experienced Educational Technologists, able to offer both theory and practice of educational technology. The successful candidate will assist the Chairman in the planning, implementing and evaluation of educational technology at both graduate and postgraduate levels.

LECTURESHIP/SENIOR LECTURESHIP/ ASSOCIATE PROFESSORSHIP: DEPARTMENT OF RELIGIOUS STUDIES CLASSICS AND PHILOSOPHY

This is a Philosophy post. Applicants should have a Ph.D or equivalent qualification and be competent to teach a wide range of subjects, with a specialisation in one of the following: Philosophy of Language, Marxism, Moral Philosophy.

RESEARCH FELLOWSHIPS/SENIOR RESEARCH FELLOWSHIPS (2 posts): FACULTY OF EDUCATION

Applicants should be suitably qualified, preferably with a higher degree and must submit a research proposal in one of the following areas: (a) Visual literacy; (b) Multicultural Education; (c) Analysis of Innovations since Independence; (d) Design and Production of appropriate Instructional Health Education material for Mass Dissemination in Zimbabwe; (e) Designing a Multicultural Curriculum for pre-school children; (f) Co-ordination between Educational Institutions. Appointment will be for one year in the first instance.

SALARY SCALES (Under Review):

(Non-Medical)	
Lecturer	:Z$9,936 X 432 – 15,120 X 468 – 15,588 X 480 – $16,548
Senior Lecturer	:Z$17,028 X 490 – $19,428
Associate Professor	:Z$17,508 x 480 – $19,908
Professor	:Z$19,452 x 612 – 20,676 x 840 – $23,196
(Medical) N.B. All Medical scales quoted below are inclusive of a Professional Supplement	
Lecturer	:Z$14,688 x 432 – 15,120 x 468 – 15,588 x 480 – $19,908
Senior Lecturer	:Z$20,100 x 600 – 22,500 x 504 – $23,004
Associate Professor	:Z$20,700 x 600 – 22,500 x 504 – $23,508
(Other)	
Research Fellow Grade II	:Z$7,716 x 480 – $9,636
Research Fellow Grade I	:Z$11,160 x 504 – $13,176
Senior Research Fellow	:Z$12,396 x 468 – $15,672

Appointment on above scales according to qualifications and experience.

CONDITIONS OF SERVICE: Both permanent and short-term contracts are offered. Persons who are not Zimbabwean citizens will be appointed only on a short-term contract basis with an initial contract period of two years. Short-term contracts may, in exceptional cases, be extended.

APPLICATION FORMS and further particulars on the above posts can be obtained from the Director, Appointments and Personnel, University of Zimbabwe, PO Box MP 167, Mount Pleasant, Harare, Zimbabwe; or from the Secretary General, Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF.

Closing date for receipt of completed application forms is 1st June 1984.

Universities continued

The University of the South Pacific Suva, Fiji

SENIOR LECTURER/ READER IN MONETARY ECONOMICS

(Ref. 84/50)

Applications are invited from suitable candidates for the above post. The candidate should be an economist with postgraduate training in macroeconomics and monetary economics preferably with a policy and proven interest in PhD and evidence of undeveloped countries. Field experience in developing countries and publications relating to monetary aspects of development are highly desirable. The appointee will primarily promote teaching of money, banking and finance work on such subjects as those of the regional monetary reform and international monetary relations; special problems of monetary policy in small island nations; special problems of balance of payments and development, problems and potentials of economic integration, etc. The appointee may also be required to teach micro and macroeconomics. Salary will be commensurate with qualifications and experience in the Senior Lecturer scale $15,148–18,487 or Reader range $18,439–21,058 (£1 = $1.4775 on 17.4.84).

In addition the University provides annually accumulating to 13% of basic salary, appointment allowance and, subject to the University's current rules, a suitably furnished accommodation at a rental of 12½% of salary. The University pays an allowance in lieu of superannuation scheme and, subject to a decision on acceptability of the scheme by the Commission of Inland Revenue, Appointment will be for a contract period of three years. Candidates should send three copies of their curriculum vitae with full personal particulars, names and addresses of three referees and date of availability to the Registrar, The University of the South Pacific, PO Box 1168 Suva, Fiji, to reach him no later than 15 June 1984.

Further information may be obtained from the Head of discipline, Professor M. G. Kanbur.

Further particulars also available from the Secretary General, Association of Commonwealth Universities (Appts), 36 Gordon Square, London WC1H 0PF. The Universities Appointments Bureau, 58 Gordon Square, London WC1H 0PF. H1

The University of Dundee

Centre for Petroleum and Mineral Law Studies

"NEW BLOOD" LECTURESHIP IN MINERAL LAW

Applications are invited for the post of Lecturer in Mineral Law (Ref. 84/0013) in the Centre for Petroleum and Mineral Law Studies at the University of Dundee. The appointee will be expected to carry out research with a view to establishing a reputation and gathering material for a new publication in Mineral Law to cover current legal issues in both the UK and on the international scene. On the basis of research the appointee would be expected to publish under the guidance of the Director of the Centre, for the introduction and teaching of a new course, and for further research.

Applicants should be under the age of 35 and the appointment will be made within the University Grants Committee's Lecturer scale (£7,190 – £14,125) with, however, the possibility of appointment at a higher point for a candidate who has already established a reputation in research in one of these or related fields. The Lecturer will be joining an enthusiastic and friendly team working in this area.

The current salary scale is £7,190 to £14,125 (under review) plus £1,190 London Allowance. Candidates should be not more than 35 years old and preferably with some industrial experience. Technical enquiries can be made to Professor J. F. Aitchison, Department of Electronics (Tel: 0382-7496 1844).

Application forms and further particulars may be obtained from the Personnel Officer, The University of Dundee, Dundee DD1 4HN, Scotland, to whom applications (6 copies, or if overseas 1 copy) containing full career details and the names of three referees should be lodged by 30th May 1984. Please quote reference ZST/15/8/10. H1

The University of Michigan Ann Arbor, Michigan USA

Department of Statistics

VISITING ASSISTANT PROFESSOR

Applications are invited for a one-year appointment in Statistics starting September 1984. The successful applicant will have a PhD degree and will be required to teach graduate courses. Applications, are welcome from persons completing a PhD degree in 1984. Salary will be competitive with salaries offered at other universities. Send curriculum vitae, three letters of recommendation, and transcripts to: Professor Edward B. Rockower, Department of Statistics, The University of Michigan, 1444 Mason Hall, Ann Arbor, Michigan 48109 USA. Applications should be received by 15th May 1984. H1

National University of Lesotho

LECTURER/SENIOR LECTURER IN ECONOMICS

Applications are invited from suitable candidates for the post of Lecturer/Senior Lecturer in the Department of Economics.

Qualifications and other requirements: A postgraduate degree in economics, preferably with a Ph.D. Ability to teach both Micro and Macroeconomics, and at least any two of the following: Money and Banking, Labour Economics and Regional Economics. A strong academic background will be an advantage for appointment.

Basic salary: Lecturer M8,244 – M11,160; Senior Lecturer M11,568 – M13,248. Entry point according to qualifications and experience.

Superannuation: Non-contributory pension scheme for appointees on permanent terms of service. Appointees on fixed term terms normally receive 25% gratuity in lieu of superannuation for the first two years, rising to 27½% and 30% for each year thereafter up to a period of service. 15% inducement allowance is also appropriate to most qualifying for any superannuation scheme.

Accommodation is available at reasonable rentals. Passages are also entitled in part on first appointment and at normal termination for appointee, wife and dependent children under age of 21. Education allowance for expatriates. Vacation and study leave.

Detailed application (3 copies) including a full curriculum vitae naming three referees with addresses by 15 June, 1984 to the Administrative Assistant (Appointments), National University of Lesotho, P.O. Roma 180, Lesotho, and in the case of applicants resident in the UK with a copy to the Secretary General, Association of Commonwealth Universities (Appts), 36 Gordon Square, London, WC1H 0PF. Further information may be obtained. H1

University of Waikato New Zealand

APPOINTMENTS IN PHYSICS

Applications are invited for a Junior Lectureship and Lectureship within the Department. The Junior Lectureship is for appointment to the Junior lecturer scale for not more than four years.

The successful applicant for the Junior Lectureship should have either an M.Sc. in physics or a B.E. in electrical or electronic engineering. The appointee should have basic interests in micro-processors and semiconductor devices.

The appointee to the lectureship should have a Ph.D. in physics or in an electronics area, and would be responsible for the teaching of electronics and associated supervision of M.Sc. students.

The present research interests of the Department of Physics include: Plasma Physics, Theoretical Physics, Solid State Physics, Biophysics and Electronic Instrumentation.

The appointments will be made on the appropriate scale on the scale for senior lecturers within the NZ$16,188 – NZ$34,044 per annum range for lecturer NZ$21,660 – NZ$30,804 per annum.

All enquiries, including details of the prescribed method of application and conditions of appointment, should be addressed to the Registrar, University of Waikato, Private Bag, Hamilton, New Zealand, or the Secretary General, Association of Commonwealth Universities (Appts), 36 Gordon Square, London WC1H 0PF.

Applications close with the Registrar on 31 May 1984. H1

University of London Chelsea College King's College Queen Elizabeth College

Department of Electronics

LECTURER

Applications are invited from graduate engineers or physicists as candidates to fill a New Blood Lectureship in Satellite Communications in the Department of Electronics, Chelsea College. The Department has research interests in satellite communications systems, associated microwave circuits and antennas, signal processing and relevant computing techniques. Candidates should be of research in one of these or related fields, but not at present necessarily in Satellite Communications. The Lecturer will be joining an enthusiastic and friendly team working in this area.

The post will be established on the Lecturer scale £7,190–£14,125 per annum (under review) plus £1,190 London Allowance. Candidates should be not more than 35 years old and preferably with some industrial experience. Technical enquiries can be made to Professor J. F. Aitchison, Department of Electronics (Tel: 01-795 1844).

Application forms and further particulars may be obtained from the Personnel Officer, Chelsea College, University of London, 552 King's Road, London SW10 0UA. Closing date: 18th May 1984. H1

University of Liverpool

Department of Dental Sciences

RESEARCH STUDENTSHIP IN BIOMATERIALS

Applications are invited for an SERC studentship, available from October 1984 for research in an area of biomaterials. Applicants should possess or expect to obtain a good honours degree in a physical or biological science (or materials science, chemistry, biology, biochemistry), and the work will involve some aspect of the interaction between synthetic materials and tissues in the context of implantable devices.

Applications to the Registrar, The University, PO Box 147, Liverpool L69 3BX, quoting reference number 1/84/DS, by 25th May 1984. H1

Cambridge University

Faculty of Classics

UNIVERSITY ASSISTANT LECTURER

Applications are invited for a post of University Assistant Lecturer in the Faculty of Classics, to take up appointments on 1 October 1984, or as soon as possible thereafter.

The successful applicant will be required to lecture and supervise research in Classical Archaeology, and will be expected to have his or her principal field of research in the Classical Greek or Hellenistic periods (and to offer teaching in both periods, or a topic extending beyond the exclusively art-historical). Other things being equal, preference may be given to a candidate qualified to take, in addition to the above main areas of teaching, some part in the teaching of Greek or Roman history.

The appointment will be for three years, with the possibility of reappointment for two years.

The pensionable scale of stipend for persons not ordinarily resident in College is £7,695 a year, rising by four annual increments to £9,424.

Further information about the duties and conditions of appointment may be obtained from the Secretary of the Appointments Committee, Faculty of Classics, Sidgwick Avenue, Cambridge CB3 9DA, to whom applications (ten copies), including curriculum vitae and the names and addresses of three referees, should be sent so as to reach not later than 18th May, 1984. H1

University of Hong Kong

LECTURESHIP IN SOCIOLOGY

Applications are invited for a post of Lecturer in Sociology. It is hoped to appoint a candidate with special interests and experience in criminology and related fields, but candidates with interests and experience in other fields may apply. The appointee will be required to contribute to the teaching of other undergraduate courses in addition to courses within his or her own special field.

The appointee may take up the appointment at the beginning of the academic year 1984-85, or as soon as possible thereafter.

Annual salary (superannuable) is on an 11-point scale: HK$130,980 to $197,100 (£12,723 – £20,276 approx.) (figures equivalent as at April 15th, 1984). Starting salary will depend on qualifications and experience.

At current rates, salaries to which lecturers above 9% of gross income, depending on their marital status and family circumstances, including allowances, leave and medical benefits are provided.

Further particulars and application forms may be obtained from the Secretary General, Association of Commonwealth Universities (Appts), 36 Gordon Square, London WC1H 0PF, to whom applications should be lodged by 25 May 1984. H1

University of Aberdeen

Department of Engineering

LECTURESHIP

Applications are invited for the above post. The department conducts courses, research and consultancy across a wide spectrum of activities in civil, electrical, mechanical and electrical engineering. The post is within the civil group and is available from 1 October 1984 or as soon thereafter if possible.

Candidates must have a good first degree and should have a higher degree and/or corporate membership of the Institution of Civil Engineers. Those having postgraduate experience which includes digital simulation work on construction sites are particularly encouraged to apply. A PhD or special interest is excluded, but applications would be particularly welcome from candidates with a well developed interest in one or more of the areas of civil engineering construction, soil mechanics and foundations.

Salary will be on the Lecturer scale £7,190–£14,125 per annum (under review) with appropriate placing.

Further particulars and application forms may be obtained from Professor C.V. Brown, University of Stirling, Stirling FK9 4LA, to whom applications should be sent. Curriculum vitae should be sent by 18 May 1984. H1

University of Reading

Department of Applied Statistics

A STATISTICIAN

with good communication skills, and interest in applied work, is required for consultancy work, both within and outside the University, and to assist in the Department's postgraduate programme. Appointment for one year, possibly renewable for a further year, preferably starting 1 September 1984.

Salary on scale £7,190–£14,125 + £1,190 London allowance, or £11,625 – £14,125 p.a.

Application form and further details from Personnel Office, University of Reading, Whiteknights, Reading RG6 2AH, quoting Ref. no. 61A. Further particulars and application forms for applications by 25 May 1984. H1

University of Aberdeen

Department of Religious Studies

LECTURESHIP

Applications are invited for the above post. Applicants should be competent in the study of comparative religion. Interest in the encounter of religious traditions, environmental education and study of Islam. Previous experience of overseas teaching would be an advantage.

Salary on the Lecturer's scale £7,190 to £14,125 per annum, with appropriate placing (under review).

Application form and further details from Personnel Office, University of Reading, Whiteknights, Reading RG6 2AH, quoting Ref. no. 61A. Further particulars and application forms for applications by 25th May 1984. H1

University of the West Indies

Cave Hill Campus, Barbados

SENIOR LECTURER/ LECTURER IN ACCOUNTING

Applications are invited for the above post in the Department of Management Studies, Faculty of Social Sciences, at the Cave Hill Campus of the University of the West Indies, Barbados. Applicants should be competent to teach Financial Management and Management Accounting and Auditing. Preference will be given to applicants who are also competent to teach either Business Economics or Social Psychology. Duties will be assumed by September 15, 1984 or as soon as possible thereafter.

Salary Scales (US$ = BD$83.842 on 13.4.84): Senior Lecturer: BD$41,976 x 1,398–48,150 p.a.; Lecturer: BD$27,978 x 1,398–54,576 (Bar) x 1,464–57,504 p.a. Gratuity: BD$35,160 p.a. – 38,016 p.a. Up to five full passages class passages plus baggage allowance of BD$81,200 on appointment and normal termination. Special allowance up to US$400 for shipment of academic books and research equipment on appointment. Unfurnished accommodation at 10% of basic salary; or optional housing allowance of 20% of basic salary to staff members not given housing arrangements.

UWI contribution of equivalent of 10% of basic salary to Superannuation Scheme. Annual study and Travel Grant for staff, spouse and up to three children. Book Grant up to BD$500 per annum.

Detailed applications (three copies) giving full particulars of qualifications and experience, date of birth, marital status and the names and addresses of three (3) referees should be sent as soon as possible to the Campus Secretary, University of the West Indies, PO Box 64, Bridgetown, Barbados.

The University will send further particulars for this post to applicants. Further particulars may also be obtained from the Association of Commonwealth Universities (Appointments), John Foster House, 36 Gordon Square, London WC1H 0PF. H1

University of Stirling

Department of Economics

ESRC RESEARCH LINKED STUDENTSHIP

The Department of Economic invites applications for an ESRC Research Linked Studentship tenable from October 1984 to pursue postgraduate research leading to the degree of PhD.

Candidates should have a Masters degree or be expecting to obtain one. A good degree in Economics/Econometrics and will be willing to undertake the appropriate Labour and Supply Economics option at the University of Glasgow.

For further information contact: Mrs Joyce Christie, University of Stirling, Stirling FK9 4LA, to whom applications should be sent. Curriculum vitae should be sent by 18 May 1984. H1

University of Aberdeen

Department of Religious Studies

LECTURESHIP

Applications are invited for the above post. Applicants should be competent in the study of comparative religion. Interest in the encounter of religious traditions, environmental education and study of Islam. Previous experience of overseas teaching would be an advantage.

Salary on the Lecturer's scale £7,190 to £14,125 per annum, with appropriate placing (under review).

Application form and further details from Personnel Office, University of Reading, Whiteknights, Reading RG6 2AH, quoting Ref. no. 61A. Further particulars and application forms for applications by 25th May 1984. H1

The University of Auckland New Zealand

A CHAIR IN PSYCHOLOGY

Applicants must have a leading degree and be well qualified in a recognised branch of Psychology. It is expected that they will have wide teaching experience at tertiary level and a vigorous research record in the Department. Psychology has a history of fostering the subject as an experimental discipline and there is no need to be reminded that the strong tradition will maintain this tradition and pursue an active research programme.

Commencing salary will be established within the range for professors at present NZ$41,937–$53,142 per annum plus a cost-of-living allowance of $8.8 a week. Conditions of Appointment and Method of Application are available from the Assistant Registrar (Academic Appointments), University of Auckland, Private Bag, Auckland, New Zealand, or from the Secretary General, Association of Commonwealth Universities (Appts), 36 Gordon Square, London WC1H 0PF. Applications should be received not later than 30 June 1984. H1

University of Sydney

LECTURESHIP IN DEPARTMENT OF HISTORY

Applications are invited for a lectureship in late modern European history. Preference will be given to applicants with expertise in nineteenth and twentieth century Germany/Central Europe in history. The successful applicant will be expected to teach both specialist courses and general, introductory courses in late modern European history.

Salary range: $A23,394 – $30,734 p.a.

Appointment to a Lectureship is usually probationary for two years. The University reserves the right not to proceed with any appointment for financial or other reasons.

Applications, quoting reference no. 84/201 and including curriculum vitae, list of publications, and names of three referees to the Registrar, University of Sydney, N.S.W. Australia 2006. Australia, by 31 May 1984. Further information also available from Association of Commonwealth Universities (Appts), 36 Gordon Square, London WC1H 0PF. H1

University of Durham

St John's College with Cranmer Hall

Required for October 1984

PART-TIME PERSONAL TUTOR(S)

For the University Hall of this Christian foundation. Applications are invited from suitable for either young married couples (a single man or woman) throughout the year, but full time during term-time, offered in return for generous salary. Up to thirty undergraduates. Applicants should be graduates in any discipline who are practising Christians. Opportunity to study for a higher degree is not restricted to persons not in permanent employment in the United Kingdom and to persons under the age of 25. Further particulars and application forms (returnable by 25th May 1984) may be obtained by sending a s.a.e. to Personnel Secretary, 5 Old Park Lane, Regent's Park, London NW1 4RS. H1

The New University of Ulster

Institute of Continuing Education

ADULT EDUCATION AND DEVELOPMENT: IN GREAT BRITAIN AND IRELAND

Residential Conference at Magee University College, Londonderry, 10th–12th May, 1984. Speakers include: Mr Terry Lacey, General Secretary of Co-operation for Development. Professor Lalage Brown, Director of Adult and Continuing Education at the University of Glasgow.

For further information contact: Terry Hunt, University of Ulster, Institute of Continuing Education, Londonderry. Telephone Londonderry (0504) 265621 (ext. 270). Ref: 84/29. H1

University College London

Faculty of Laws

Applications are invited for

TWO LECTURESHIPS

in the Faculty of Laws from 1 October 1984.

Salary scale £7,190–£14,125 + £1,190 London allowance, or £11,625 – £14,125 p.a.

Applications (seven copies), including a curriculum vitae and the names of two referees, should be sent by 25 May 1984, to Departmental Secretary, Faculty of Laws, University College of London, 4–8 Endsleigh Gardens, London WC1H 0EG, from whom further particulars may be obtained. H1

Polytechnics

HUDDERSFIELD POLYTECHNIC
Department of Computer Studies & Mathematics

LII/SL (2 posts) **Ref: ACA501**

Under the Information Technology Initiative this department is increasing its intake on the BA (Hons)/BA Computing in Business courses. The above new posts are available from 1 September 1984 for suitably qualified and experienced candidates. Applicants should possess a good honours degree in an appropriate discipline and have the necessary academic and/or industrial experience to make an effective contribution to the work of the department. Experience of research or consultancies together with any of the following areas would be an advantage: Structured Design Methodologies, Networking, Knowledge Based Systems.

Department of Economic & Marketing Studies

LII/SL (2 posts) **Ref: ACA503**

Applications are invited from suitably qualified candidates to join the Department. The successful candidates will be required to teach business studies and related subjects (eg marketing, economics, business policy) to a range of degree and non-degree courses and be able to support their teaching by appropriate research. Research experience or a willingness to undertake research will be a strong recommendation.

Department of Accountancy & Finance

LII/SL (2 posts) **Ref: ACA504**

Applications are invited for the post of lecturer to join a progressive department offering teaching and research opportunities at Honours degree, advanced professional and post-experience levels. A professional accounting qualification and a first or higher degree are desirable. Applications from candidates who are able to offer Advanced Financial Accounting as a specialism will be particularly welcome. Grade of appointment will be dependent on qualifications and experience. Staff are expected to undertake activities, including research, in addition to teaching duties.

Department of Geography & Geology

LII/SL in Physical Geography **Ref: ACA507**

Two year fixed term appointment.

Applications are invited from well qualified graduates with research experience in hydrology/fluvial geomorphology.
Salary: LII — £7,215-£11,568
SL — £10,683-£12,552 (bar) — £13,443
Further details and application forms (please send SAE) from Personnel Department, The Polytechnic, Queensgate, Huddersfield, HD1 3DH, and should be returned to this office not later than 18 May 1984. (14733)

DEPARTMENT OF COMPUTING AND MICROPROCESSOR APPLICATIONS

LECTURING OPPORTUNITIES *IN COMPUTING*

A number of vacancies exist in a growing department at Lecturer II/Senior Lecturer and Principal Lecturer level. Candidates should ideally have experience at honours degree level/industrial experience for the senior posts. New post graduates are particularly welcome to apply and should be able to offer expertise in one or more of the following fields: Operating Systems, Computer Architecture, Artificial Intelligence, Databases or Imaging and Graphics.
Salary scales: Principal Lecturer:
£12,618-£15,744 per annum.
Lecturer II/Senior Lecturer:
£7,215-£13,443 per annum.
Further details and application form from Staff Officer, Trent Polytechnic, Burton Street, Nottingham, NG1 4BU. Closing date 23 May 1984. (14730)

TRENT POLYTECHNIC NOTTINGHAM

Preston Polytechnic

LECTURER II/SENIOR LECTURER IN EDUCATIONAL COMPUTING

The Polytechnic has offered Educational Computing courses for several years and as a result of recent developments in this area is looking to appoint to the above post a person to support Educational Computing Co-ordinator.

Duties of the post will include responsibility for the Polytechnic's commitment to the Microelectronics Education programme (MEP), through this the Polytechnic acts as a North West centre for Computing in Education activity within MEP.

Applicants should have a first degree in Computing Science or a related discipline and, because of the nature of the work involved, successful applicants will be expected to have worked in or have closely associated with, the Schools system or other primary or Secondary level. Current Management experience particularly related to the Schools' sector will be a distinct advantages.

Salary Scales (award pending, incl. £1,257 London Allowance): LII £10,683 to £12,552 (bar) to £13,443.

Application forms and further details, quoting reference AA/108 obtainable from the Personnel Officer, Preston Polytechnic, Corporation Street, Preston PR1 2TQ. Tel: (0772) 263851 ext. 2202.

Closing date: 18th May 1984.

The Polytechnic is to be renamed University of Central Lancashire from September 1984. HS

Teesside Polytechnic
An Equal Opportunity Employer

Department of Civil and Structural Engineering and Building

PRINCIPAL LECTURER IN CIVIL ENGINEERING (STRUCTURES)

Applications are invited from chartered engineers with professional experience in the field of structural Engineering. A higher degree, proven ability in research and recent experience in the supervision of research degree candidates will be an advantage.

All Principal Lecturer posts in the Department carry administrative responsibility. The appointee will be required to take a leading role in the development of undergraduate and postgraduate work, research and industrial consultancy.

Teaching may be at HNC, HND, undergraduate and postgraduate levels.

Salary: £19,539-£13,638 (work. bar) — £15,744 per annum.

The salary on appointment will be no greater than £13,638 per annum.

Application forms and further particulars are available from: The Personnel Section, Teesside Polytechnic, Borough Road, Middlesbrough, Cleveland TS1 3BA. Tel: 0642 218121 ext. 3111.

Closing date for receipt of applications: 31st May, 1984. HS

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1. LII/SL MECHANICAL ENGINEERING

Salary: £7,215-£13,443 (Level of appointment and starting salary dependent upon qualifications and experience).
Pay award pending.

A lecturer is needed with speciality in some aspect of Applied Mechanics and/or Engineering Design, with particular emphasis on modern computer based techniques. Links with Manufacturing Engineering would be an advantage, as would recent industrial experience.

2. LII IN MODERN LANGUAGES

Salary: £7,215-£11,568 (Normally with further advancement to £13,443 (SL)).
Pay award pending.

Applicants should be able to offer German and French. A strong interest in applied language studies is essential.

Further details and application form, returnable by Friday 18th May 1984, are available from the Personnel Officer, Plymouth Polytechnic, Drake Circus, Plymouth PL4 8AA. Tel: 0752 264639. (14644)

Plymouth Polytechnic

Lothian Regional Council
NAPIER COLLEGE OF COMMERCE AND TECHNOLOGY

SENIOR LECTURER A in BUILDING

Salary on Scale: £12,228-£13,572 (Bar) – £16,411

required to make a major contribution to the work of the Department of Building and Surveying. Applicants should have specialised in one of the following areas: Construction Technology, Building Science or Building Management.

Applicants should have relevant degree or professional qualifications and teaching experience.

LECTURER A in APPLIED PHYSICS

Salary on Scale: £8,313-£12,228 (Bar) – £13,125

required in the Department of Physics to teach on higher diploma and CNAA degree courses.

Preference will be given to applicants who have had industrial experience, particularly of micro-computer based instrumentation and applications.

It will be expected that the successful candidate will join one of the research groups in the Department.

Applicants should possess an honours degree or equivalent professional qualification.

LECTURER A in BUSINESS STUDIES

Salary on Scale: £8,313-£12,228 (Bar) – £13,125

required in the Department of Business Studies.

Applicants should possess a good Honours Degree in one of the main areas of Business Studies and preferably have pursued relevant postgraduate studies. It is probable that a first degree in Business Studies, Economics or the Behavioural Sciences would be the most apt initial qualification for this vacant post.

Application forms and further particulars from: The Administrative Officer (Personnel) Napier College of Commerce and Technology Colinton Road, Edinburgh EH10 5DT Tel: 031-447 7070 (14725)

The Polytechnic of North London
Department of Applied Social Studies

PRINCIPAL LECTURER IN SOCIAL WORK

This senior post is required to continue the academic leadership for the 4-year applied social studies degree within a department committed to multi-racial welfare education. The successful applicant should have proven organisational abilities and be qualified to act as a social work tutor.

Candidates wishing to discuss details of the post informally are invited to contact Dr. Ann Bowen, telephone 01-607 2789, extension 2004.

Department of Mathematics, Statistics & Computing

SENIOR LECTURER/ LECTURER GRADE II IN COMPUTING

Required to complement the skills of our existing lecturing team whose focus is on modern techniques of software production using a wide range of applications areas.

As a commercial/public service experience is sought, as a strong asset, applications are especially welcomed from those currently in responsible positions in computing centres. Candidates should normally have either a relevant good honours degree, postgraduate qualification or MBCS. However, relevant commercial/public service experience will be a strong asset, and applications are also welcome from those with substantial experience but lower formal qualifications. The post is open to HNC, HND, OTEC, BTEC (Hons), graduate Diploma courses.

Salary scales: Principal Lecturer £15,744-£16,389 (bar) £15,744-£16,389 Senior Lecturer: £13,683-£15,255 Lecturer Grade II: £7,215-£11,568 plus £981 London Allowance.

(Staff at the top of the Lecturer Grade II scale will be eligible for progression to the Senior Lecturer scale subject to satisfactory performance and the availability of an establishment requirement).

Application form and further details (please state post in which interested) are obtainable from the Establishment Officer, Polytechnic of North London, Holloway Road, London N7 8DB.

Closing date for receipt of applications: 31st May 1984. HS

The Polytechnic of Central London Academic Registrar's Office

FACULTY REGISTRAR: MANAGEMENT STUDIES

Applications are invited for the post of Faculty Registrar for the Management Studies Faculty. This senior post carries responsibility for the work of the Faculty Registry, including student admissions, enrolment and records, the provision of statistical information, the servicing of the Faculty Board and Faculty Academic Review Committees, advising on course approval and validation procedures. The ability to develop good working relationships, particularly with the Deans and other senior staff in the Faculty is essential.

We shall be seeking to appoint someone with a good standard of education and some experience of education administration. Experience including the co-ordination and control of clerical work. Salary, in the range £8,817-£10,779 inclusive of London Allowance, the starting point dependent on age, qualifications and experience.

Further details and application forms from the Personnel Office, Room 308, Regent Street, London W1R 5AL, to whom completed applications should be returned by 14th May 1984. HS

Brighton Polytechnic
Department of Computing and Cybernetics

LECTURER II/ SENIOR LECTURER IN COMPUTER ARCHITECTURE

Required to lecture on Honours Degree, HND and professional courses in a large computing department.

The successful candidate must have a degree in computer science with knowledge of hardware, low level software and interface design.

Salary: Senior Lecturer £13,683-£15,255 Lecturer II: £7,215-£11,568

Application form and further details obtainable from the Personnel Officer, Brighton Polytechnic, Moulsecoomb, Brighton BN2 4AY. Tel (0273) 693655 Ext. 2317.

Closing date 29 May 1984.

Queen Margaret College
EDINBURGH

HEAD OF DEPARTMENT OF PHYSIOTHERAPY

(Re-advertisement)

Applications are invited from suitably qualified graduate Physiotherapists for the above post which becomes vacant on 1 September 1984 upon the retirement of the present incumbent. The person appointed will be expected to lead a team of Physiotherapists in the development and implementation of a degree course in Physiotherapy and to develop research and professional advancement programmes within the Department.

Salary: £16,641 per annum.

Application forms and further particulars may be obtained from the College Secretary, Queen Margaret College, Clarewood Terrace, Edinburgh EH12 8TS. Telephone 031-339 8111 Ext. 264.

Closing date for applications: 31st May 1984. (1640)

RGIT

ROBERT GORDON'S INSTITUTE OF TECHNOLOGY SCHOOL OF NUTRITIONAL SCIENCE

LECTURER IN FOOD SCIENCE/CATERING TECHNOLOGY

Good Honours Graduate in Food Science or in Food Technology. Teaching and/or industry experience advantageous. Research encouraged.
Salary range (under review): £8,313-£13,125 per annum. Assistance with removal expenses.
Details from Secretary, Robert Gordon's Institute of Technology, Schoolhill, Aberdeen AB9 1FR (0224 633611). (14645)

Middlesex Polytechnic
Faculty of Business Studies and Management

Professor/Head of School of Accounting and Finance

GRADE VI HEAD OF DEPARTMENT: £17,277-£18,972pa inc.

Applications are invited for the post of Head of School of Accounting and Finance, from candidates with

- teaching experience in higher education
- a record of achievement in research and consultancy
- appropriate experience of academic administration
- preferably some experience in industry or commerce

Demonstrable potential to lead a team of accounting staffs is expected, together with the ability to make an effective contribution to academic developments through teaching, research and consultancy.

Write quoting ref A428B for further details and an application form, posting first-class to: Personnel Office, Middlesex Polytechnic, 114 Chase Side, London N14 6PN. Closing date May 14.

DUNDEE COLLEGE OF TECHNOLOGY
Department of Molecular & Life Sciences

SENIOR LECTURESHIP IN CHEMISTRY

The person appointed will be required to undertake a leadership role with particular reference to the further development of the B.Sc. Chemistry & Management course offered by the department, to teach up to honours degree level and to supervise postgraduate research. Applicants should possess a good honours degree together with a higher degree and research experience. Managerial experience in a chemical industry would be of considerable advantage.

Salary scale (currently under review): £12,228-£13,572 (bar) - £16,411, with initial placing depending upon approved previous experience. Financial assistance towards the cost of removal expenses may be payable.

Further particulars and application forms obtainable from the Personnel Officer, Dundee College of Technology, Bell Street, Dundee, DD1 1HG with whom applications should be lodged by 18 May 1984. (14641)

DUNDEE COLLEGE OF TECHNOLOGY
Department of Business Studies

LECTURESHIP in MARKETING

The person appointed will be required to teach marketing in courses up to honours degree level. Applicants must have an honours degree in an appropriate discipline and have teaching, research and/or industrial experience.

Salary scale (currently under review): £8,313-£12,228 (bar) - £13,125 with initial placing dependent upon approved previous experience. Financial assistance towards the cost of removal expenses may be payable.

Further particulars and application form obtainable from:

The Personnel Officer
Dundee College of Technology
Bell Street, Dundee DD1 1HG

to whom completed applications should be returned by 18th May, 1984.

Polytechnics continued

Middlesex Polytechnic
London

LECTURER IN GERMAN

LII/SL: £7,860-£14,088 p.a. inc.
PL: £13,164-£16,389 p.a. inc.

An opportunity to join the Polytechnic's School of Modern Languages in September 1984 to teach German from ab-initio on the Diploma of Higher Education to degree level on the BA in European Business Administration.

The person appointed will be a native German speaker or have an equivalent level of competence in the language and will be a well qualified and experienced teacher of proven ability with a special research interest in language teaching methodology and/or Applied Linguistics. A knowledge of contemporary German society is essential and experience of German business life desirable.

Demonstrated research ability, good academic qualifications and proven teaching experience will be expected for appointment at PL level.

Write quoting ref AA27B for further information and an application form, posting first-class to: Personnel Office, Middlesex Polytechnic, 114 Chase Side, London N14 4PN. Closing date May 14th. HS

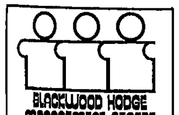
Middlesex Polytechnic
London
School of Law

PART-TIME LECTURERS IN LAW

Applications are invited from suitably qualified applicants for the academic session commencing September 1984.

For further details and application forms contact: Dr A. J. Hunt, School of Law, Middlesex Polytechnic, The Burroughs, London NW4 4BT. HS

Fellowships



BLACKWOOD HODGE MANAGEMENT CENTRE

SIR WILLIAM SHAPLAND FELLOWSHIP

A business orientated graduate is required to join a small active team to develop a range of short management courses and services for industry and business in a high technology residential Management Centre attached to Nene College.

Applicants should have substantial management experience, with skills in the general area of organisation development/ teaching/consultancy experience and the ability to market courses would be an advantage.

The Fellowship is for a period of up to two years. Salary within range of £12,500 to £15,500. SAE for further details to: The Director of Studies, Blackwood Hodge Management Centre, Nene College, Moulton Park, Northampton NN2 7AL. Closing date: 1st June 1984. (14651)

UNIVERSITY OF EAST ANGLIA
Norwich

SCHOOL OF EDUCATION

RESEARCH FELLOW (MATHEMATICS EDUCATION)

Applications are invited for this 2 year Research Fellowship in Mathematics Education. The appointee will work on Mathematics Teaching and Learning in the early stages of Schooling with Dr. Charles Desforges and others. Salary will be within the range CY(bd) to £9630 per annum (under review) plus USS benefits.

Applications, which should contain a full curriculum vitae, including names, date of birth, together with the names and addresses of three persons to whom reference may be made, should be sent to the Dean, School of Education, University of East Anglia, Norwich, NR4 7TJ, from whom further particulars may be obtained, not later than 28 May 1984. (14656)

University of Newcastle upon Tyne

HASWELL ELLIS MUSIC FELLOWSHIP

Applications are invited from graduates or the holders of equivalent qualifications who have shown themselves to be capable of advanced study and research in music, or of musical composition. The Fellowship is tenable in the Department of Music in the Faculty of Arts for two years from 1 October 1984. Stipend: £7,190 in the first year and £7,630 in the second year.

Further particulars and application forms (which must be returned by 1 June 1984) may be obtained from the Registrar (Fellowships), The University, Newcastle upon Tyne NE1 7RU. H2

Colleges of Further Education

Applying for a job in Gwent?

The National Association of Teachers in Further and Higher Education is in dispute with Gwent County Council over conditions of service.

Anyone considering applying for a lecturing job in Gwent is asked to contact:
Jim Munnery
or
Paula Lanning
NATFHE
Hamilton House
Mambledon Place
London WC1H 9BH
Tel no: 01-387 6806

Inner London Education Authority
AVERY HILL COLLEGE
Bexley Road, Eltham, SE9 2PQ.
Tel: 01 850 0081

LECTURER II IN MATHEMATICS

Required from 1st September 1984, a well qualified graduate in Mathematics with at least three years primary school teaching experience to join the Mathematics Section of the Department of Environmental and Social Studies. The work of the section is chiefly concerned with pre-service and in-service teacher education courses. The successful applicant will be responsible for teaching Mathematics and professional courses in the B.Ed./Hons. Primary programme, as well as being required to contribute to in-service work in primary education. Experience in the use of the computer as a classroom tool would be an added recommendation.

Salary scale: LII £7,215-£11,568 (plus £981 Inner London Allowance) subject to formal approval.

Further details and application forms may be obtained from the Deputy Senior Administrative Officer. Completed forms should be returned by 18 May.

ILEA is an equal opportunities employer. H7

Colleges of Higher Education

Christ Church College of Higher Education Canterbury

Required for the beginning of the Autumn term 1984

LECTURER IN PRIMARY EDUCATION

Applications are invited from experienced Primary school teachers with relevant qualification at higher degree level, for an appointment to the staff of Professional Education. The successful candidate will be expected to work as a member of a team of tutors preparing students on a BEd degree course to work in Primary schools and to contribute to in-service courses for teachers.

The college has approximately 1000 students and offers BA, BSc, BEd degrees, PGCE, advanced diplomas and higher degrees in Education.

Salary scale: Lecturer II/Senior Lecturer £7,215 - £13,443 (bar under review)

For further details write to Mrs. Jean Long, Personal Assistant to Principal, Christ Church College, Canterbury enclosing a stamped addressed envelope to whom applications should be sent not later than 25th May 1984. (14655)

HEREFORD AND WORCESTER COUNTY COUNCIL
WORCESTER COLLEGE OF HIGHER EDUCATION
Appointment of

THREE TEMPORARY LECTURESHIPS (LECTURER II)
In the Schol of Education and Teaching Studies 1984-85

Applications are invited for three temporary lectureships (Lecturer II) 1st September 1984 to 31st August 1985.

Applicants should be prepared to contribute to Education and Professional courses in one or more of the following areas:

Primary Professional Studies
Language Development of Young Children
Teaching of Reading
Social Psychology
General Psychology

From among the applicants, one person will be sought who is able to contribute to BA (Honours) Combined Studies teaching in Psychology.

Applications from serving teachers wishing to be seconded from their present employment to gain experience in a diversified College of Higher Education offering Masters, Bachelors, Diploma and Certificate courses will be particularly welcome.

Application forms and further particulars are obtainable from the Principal, Worcester College of Higher Education, Henwick Grove, Worcester WR2 6AJ (0905) 428080, to whom completed forms should be sent by return of post. (14734)

DORSET INSTITUTE OF HIGHER EDUCATION
A Major Polytechnic type Institute

Have a vacancy for

HEAD OF DEPARTMENT BUSINESS STUDIES
(GRADE VI)

Business Studies is one of the Institute's largest departments. It has a well balanced spread of courses ranging over degree and diploma work with both full time and part time modes of study. The successful candidate will be required to further develop courses and continue the expansion of staff consultancy and research work with particular reference to the needs of the local community and the growth of new technological applications in commerce throughout the region. Salary Scale £16,632-£18,327
Application forms and further particulars are available from
The Director's Secretary
Dorset Institute of Higher Education
Wallisdown Road, Wallisdown, Poole, Dorset BH12 5BB
(Send SAE)
Tel: 0202 524111 Ext 240
The closing date for all applications is Tuesday 15 May 1984 (14683)

CENTRAL SCHOOL OF SPEECH AND DRAMA

The School seeks to make the following appointments from September 1984.

LECTURER II IN VOICE

To teach voice on a range of courses including the B.A. and B.Ed. degrees. The successful candidate will have substantial qualifications and/or experience in the teaching of voice theory, practical voice and Spoken English. Recent experience in Schools would be an advantage as would the ability to teach some movement.

LECTURER II IN DRAMA (Temporary)

To work on a range of courses including B.Ed. (Speech & Drama) and the B.A. (Language and Drama). Work will involve acting study and production exercises, history of dramatic literature and supervision of students on teaching practice. A graduate with recent experience of teaching drama is looked for. Ability to teach movement would be an advantage. The post is for two years in the first instance.

Application forms from the Principal's Secretary, Central School of Speech & Drama, Eton Avenue, London NW3. Application forms to be returned by 18 May 1984. (14668)

DURHAM COUNTY COUNCIL
NEW COLLEGE DURHAM

Principal: Leonard G. Bewsher, Acad.Dip.Ed.(Lond),B.Sc.(Econ),MA, FRSA

FACULTY OF ADMINISTRATIVE AND BUSINESS STUDIES

Applications are invited for the post of

Principal Lecturer in Business Studies (Travel and Tourism)

to be responsible for course and curriculum development to degree level and to teach both specialist travel and tourism and broader business studies subjects.

Applicants should be good honours graduates, preferably with a higher degree, with experience of the travel and tourism industry and have prior teaching experience.

Further details and application forms, returnable by Friday 18th May, 1984, may be obtained from The Principal, New College, Durham, Framwellgate Moor Centre, Durham City, DH1 5ES, on receipt of a stamped addressed foolscap envelope. (14636)

Librarians

KING'S COLLEGE LONDON
QUEEN ELIZABETH COLLEGE/
CHELSEA COLLEGE

Post of Librarian

The three Colleges, which are in the process of merging, are appointing a joint Librarian to take up the post on 1 October 1984, and who will become Librarian of the merged College when a single institution has been formed. The job is therefore, initially, to plan the disposal of Library resources within the three Colleges and to coordinate the services which currently exist on the various sites. In the longer term, the Librarian will be responsible for a fully integrated Library service, with a single budget, serving the single College, King's College London (KQC). The post is in Grade IV for Senior Library Staff, currently £17,275 pa minimum, plus £1,186 pa London Allowance.

In view of the range of responsibilities outlined above, it is expected that the successful applicant will have had extensive experience at a senior level in a University Library.

Applications to: The Personnel Secretary (KQC), c/o King's College London, Strand, London WC2R 2LS, from whom an application form and further particulars are available. Tel: 01-836 5454, Ext. 2286.

Closing date for completed applications: Tuesday 29 May 1984. (14654)

Research & Studentships

KIRKLEES Metropolitan Council

HUDDERSFIELD POLYTECHNIC
Faculty of Engineering

RESEARCH STUDENTS: SERC/CASE AWARDS

Applications are invited for 2 three-year SERC/CASE studentships, from candidates holding, or hoping to attain, at least an upper second class honours degree in the specified subject areas.

1. Department of Electrical and Electronic Engineering
Degree in Electrical/Electronic Engineering or appropriate physical science subject eg physics, computer science, etc, or equivalent qualifications and experience. The project is concerned with the design of high-speed bipolar logic gates for application in unconnected logic arrays under the supervision of Dr S. Wand and is in co-operation with British Telecom Research Laboratories in Ipswich.

2. Design of Systems
Degree in Engineering, or equivalent qualifications and experience, and a knowledge of control theory and computing. The project is concerned with the "adaptive" control of a machine tool bar feed system under the supervision of Dr. D. Marton and is in co-operation with Hepworth Engineering Ltd, a machine tool manufacturing company based in Holmfirth.

The successful candidate will be expected to register for higher degree with the Council for National Academic Awards

Further details and application forms (foolscap SAE please), which should be returned by Friday 11 May 1984, are available from the Dean of Research's Office, The Polytechnic, Queensgate, Huddersfield HD1 3DH. (14658)

Kingston Polytechnic

RESEARCH ASSISTANTSHIPS EXPERT SYSTEMS AND REMOTE SENSING

Applications are invited for a joint research assistantship in the School of Geography and of Electronic Engineering and Computer Science, to work on advanced expert system techniques for operational remote sensing under the supervision of Dr G. C. Wilkinson and Dr P. F. Fisher. Candidates should possess (or expect to obtain) a 1st or upper 2nd class Hons degree (preferably in an environmental, physical or computing science discipline) and have an interest in satellite remote sensing. Previous computing experience essential, though not necessarily in expert systems. The post is for 3 years and you will be expected to register for a PhD degree of the CNAA.

SOCIOLOGY

The School of Sociology requires a Research Assistant to work on a research project on the impact of environmental factors and especially government policy, on small business development and decision making. Applicants should possess an appropriate social science qualification (preferably in industrial sociology) and the research and social skills to initiate and develop long-term contacts with small business owner respondents. Registration for a higher degree may be possible.

Salary range £5,592-£6,564 inclusive of London weighting. Further details and application forms (to be returned by 25th May) from Assistant Registrar (Personnel), Kingston Polytechnic, Penrhyn Road, Kingston upon Thames, KT1 2EE. Tel: 01-549 1366. H11

UWIST
University of Wales

CHEMISTRY
Research Associate

Postdoctoral, to work specifically in Chemical Speciation and Computational Modelling of Radioactive Waste Disposal Systems.

Salary: Within Range 1A Research and Analogous Staff £7,190-£11,615 per annum.

Requests (quoting Ref. B50) for details and application form to Staffing Office, PO Box 68, UWIST, Cardiff CF1 3XA.

Closing date: 15th May, 1984. (14680)

UMIST
RESEARCH ASSISTANT

A Research Assistant is required to work on a project, funded by the European Research Office of the US Army, on the atomization and vaporization characteristics of the fuel sprays formed by diesel injectors. The successful applicant should have experience in the experimental investigation of both spray structure and engine performance. The appointment will be for a period of 12 months, commencing December 1984.

Salary will be up to £8,530 p.a. Applications, quoting reference MB/RA/C1, including a curriculum vitae and the names of two referees should be sent to Dr. Mansour, Department of Mechanical Engineering, UMIST, P.O. Box 88, Manchester M60 1QD. The closing date is 11th May, 1984. H7

Research and Studentships

Kingston Polytechnic

RESEARCH ASSISTANTSHIPS

Faculty of Arts and Languages

FRENCH CINEMA

(Ref. AL)

Candidates should have a good honours degree in French or equivalent. The research assistant will work on the interrelationships of French, culture, society and cinema from the 1930s to the present day; it is therefore desirable that he/she should have studied French cinema as part of their degree course. Closing date 18th May.

Faculty of Engineering

FLUID MECHANICS

(Ref. ME)

To work on an on-going research project investigating pipe contraction flow fields for application to heat exchanger and pipework design. The work, which is mostly experimental is well established and is supported by industry and SERC. Candidates should have a good honours engineering degree and have proven practical ability. Closing date 31st May. The appointment is for three years and successful candidates will be encouraged to register for a higher degree. Salary within range £5,952–£8,394 inclusive. Details and application forms, quoting the reference, can be obtained from Academic Registry, Dept., AC, Kingston Polytechnic, Penrhyn Road, Kingston upon Thames KT1 2EE. Tel: 01-549 1366 Ext. 518. H111

University of London
Wye College

SERC CASE STUDENTSHIPS

Applications are invited for three postgraduate studentships commencing in October, 1984.

Department of Biological Sciences.

1. The rapid genetic analysis of long seperation plants. Co-operating Body: East Malling Research Station.

2. Sucrose hydrolysis and unloading in tomato—co-operating Body: Glasshouse Crops Research Institute.

Department of Biochemistry.

3. Lipid metabolism in the developing chick embryo. Co-operating Body: The Hannah Research Institute.

Applications should have, or expect to obtain, at least an upper second class honours degree in Biology (1 and 2). Biochemistry (3), or a closely related subject area.

Further information and application forms may be obtained from: The Registrar, Wye College, Ashford, Kent TN25 5AH.

Closing date for applications 31st May 1984. H11

University of St Andrews

Department of Applied Mathematics

POSTDOCTORAL RESEARCH ASSISTANT

Applications are invited for the above three year appointment commencing 1st October 1984 at an initial salary in the range £7,100 to £7,650 per annum, plus USS.

The post is funded by an SERC Research Grant and will involve the theoretical study of radio frequency heating of magnetically confined plasmas as part of a programme of research being carried out in collaboration with UKAEA Culham Laboratory. Some knowledge of plasma physics or a related discipline and of the use of computers would be an advantage.

Further particulars may be obtained from the Establishments Officer, The University, College Gate, St Andrews, Fife KY16 9AJ, to whom applications (two copies) should be sent by 11 May, including C.V. (typescript), and the names of two referees should be sent to us not later than 25th May 1984. H11

The University of Manchester

RESEARCH ASSISTANT IN SOCIOLOGY/ ANTHROPOLOGY

Applications are invited for this post from graduate Sociologists and Anthropologists to work on an ESRC project on the Social Implications of Changes in Work and Employment. The assistant will be a member of a team and will investigate changes in the employment and work of women in Macclesfield. The post is tenable from July 1st 1985, for 2 years. Initial salary £6,310. Superannuation.

Applications to Dr A. J. Lelle, Sociology Department, The University, Manchester M13 9PL (from whom further details may be obtained). H11

Administration

The Business & Technician Education Council (BTEC) advances the quality and availability of work-related education for those in, or preparing for, employment in commerce and industry. At present there are approximately 400,000 students registered with BTEC in over 600 colleges and other centres, including schools. As part of a restructuring of the Council's senior management team, the following key posts are now being established:

Chief Officer
(Standards and Review) £24,600 p.a.

This Chief Officer, directly accountable to the Chief Executive, will be responsible for Standards and Review directing and developing the monitoring and review of courses and units validated and approved by BTEC so that the BTEC courses and qualifications are related to work and are of the highest quality. It is expected that the person appointed will have held senior positions in further/higher education and/or in industry or commerce and will have a proven record of interest and achievement in matters of quality and standards in education. Applicants should ideally be aged between 40 and 55.

Assistant Chief Officers
(Educational Operations) £21,500 p.a.

These positions are being created in order to co-ordinate the management of BTEC educational operations, under the direction of the Chief Officer (Educational Operations), in respect of a group of Boards, and to maintain operating procedures for the approval of centres, the validation of courses, and the assessment of students in accordance with the Council's policies. The people appointed will have a record of successful innovation and management responsibility in education, industry or commerce, and have an interest in vocational education which extends beyond their own direct experience. The preferred age range is 35 to 55.

These posts are available from 1 September 1984, and will be based in London. Further details and application forms (which must be returned by 18 May 1984) are available from the Personnel Officer, Business & Technician Education Council, Central House, Upper Woburn Place, London WC1H 0HH. Tel: 01-388 3288.

B/TEC

Assistant Education Officer
(Higher and Further Education)
£12,738-£13,726)

This fourth tier post carries responsibility for higher and further education including awards to students. Applicants should have a broad experience in at least one part of this field.

Further information and application form (sae please) from
Chief Education Officer (P3)
County Hall,
Exeter, EX2 4QG
returnable by
18 May 1984. (14660)

DEVON

COUNCIL FOR NATIONAL ACADEMIC AWARDS

ASSISTANT REGISTRAR

Applications are invited for the post of Assistant Registrar with initial responsibilities for Technology.

In addition to his or her work in the field of Technology, the Assistant Registrar will be involved in the development of the Council's academic policy generally.

Candidates for the post should be well qualified academically and/or professionally and should have appropriate teaching and/or academic administrative experience.

The salary scale is £11,870-£16,281 p.a. including London Weighting. Salary on appointment will not exceed £14,225 p.a.

Further particulars may be obtained from: Assistant Secretary (Personnel) CNAA, 344/354 Gray's Inn Road, London WC1X 8BP. Tel: 01-278 4411 to whom applications giving details of qualifications and experience and the names of two referees should be submitted by 25 May 1984. (14637)

Holidays and Accommodation

Escape to the Hebrides

We offer a range of cruises aboard Kyleakin to the Hebrides, Inner Islands and St Kilda. Mainly suitable for all interests and ages. Please write or telephone for brochure, Hebridean Island Cruises, Harbour Office, Ayrshire. (0292) 313214. H24

MARTINIQUE, FRENCH ANTILLES, 22nd-25 July. Sixth Annual Conference, Travel with the Association of Caribbean Studies, PO Box 248931, Coral Gables, Florida 33124. (1.23)

CANADA: City home to exchanges for home in England for 2-3 months. Prefer 2 adults. Write Mertens, 18 Waverley Road, Toronto, Ontario M4E 3S6.

Middlesex Polytechnic London

ADMINISTRATIVE ASSISTANT

£7,818–£8,523 p.a. inc.

An opportunity to develop a rewarding career within the Polytechnic's Industrial Placement and Liaison Service, which places business studies students in employment for varying periods as an integral part of their courses.

Although basic repetitive work demanding good secretarial skills will be required initially, graduate status or a commensurate high standard of education is looked for in a professional and flexible approach will be needed to develop good working relationships with employers in industry and commerce. Relevant experience immaterial but the ability to organise and work under pressure in a busy office will also be expected.

The post is based at the Polytechnic's Hendon location, in North-West London.

Write quoting ref A4398 for further information and an application form, quoting final date for receipt of completed forms, to Personnel Office, Middlesex Polytechnic, Queensbury Circus, London NW4 4BT. Tel: 01-202 4272 ext 2060. (14629)

The University College of Wales
Coleg Prifysgol Cymru
Aberystwyth

SWYDDOG DATBLYGU'R RADD ALLANOL

Gwahoddir ceisiadau am y swydd amser-llawn uchod sydd i'w sefydlu o dan nawdd cyntaf Prifysgol Cymru ac yn gyfrifol i'r Radd Allanol drwy gyfrwng y Gymraeg.

Bydd y swyd a benodir yn gyfrifol am sefydlu ac wedyn academaidd a threfniadol y Radd Allanol drwy gyfrwng y Gymraeg.

Bydd y swyd a benodir yn gyfrifol am sefydlu ac wedyn academaidd a threfniadol y gyfres o gyrsiau a fydd yn arwain at Radd Anrhydedd (neu gyfwerth) mewn amrywiaeth eang o bynciau, yn y Gymraeg.

Cyflog yn ôl graddfeydd Lecturer/Senior Lecturer mewn Prifysgolion. Ownoir pensiwn a fewn gyfraniad cyntaf ar rhwng £6,873 a £8,673 y flwyddyn (yw adolygu). Ffurflenni cais a manylion pellach (y cant add) wrth Mr Rowel W. Jones, Uwch-Gofrestrydd, Coleg Prifysgol Cymru, Aberystwyth, Ceredigion, law erbyn 25ain Gorffennaf. 25 Mai 1984.

Advertisement for the post of External Degree Development Officer, University College of Wales, Aberystwyth. H13

Colleges of Higher Education continued

Cambridgeshire College of Arts and Technology

PRINCIPAL LECTURER IN GEOLOGY (HEAD OF GEOLOGY)

Required to lead the Geology Section within the Department of Science.

Applicants should possess a PhD in Geology or related subject, be experienced in teaching Geology to honours degree level, and be active in research.

The ability to teach one or more of the following to honours degree level will be a distinct advantage: economic geology, geophysics, engineering geology, other applied or industrial aspects of geology.

Salary £18,519 – (under review): £19,938 (Ref. No. 14).

Details and forms to be returned by 18th May 1984. from Administrative Assistant, Department of Science, CCAT, East Road, Cambridge CB1 1PT. Tel: (0223) 358288. H8

Personal

IMMEDIATE ADVANCES £100 to £20,000. Written terms from 29 regional Personal Loan Advisors. Dove Street, Dudley. Guarantee Corporation Limited. 24 hours (0384) 236236. (14628)

Colleges of Art

CUMBRIA COUNTY COUNCIL
Cumbria College of Art and Design

DIRECTOR OF STUDIES — Resources
DIRECTOR OF STUDIES —Management
Head of Department Grade IV Scales

Applications are invited for two new senior posts from 1 September 1984 in this developing College.

The successful applicants will be required to assist the Vice-Principal in the day to day running of the College and in the preparation and implementation of developments.

The Director of Studies — Resources should have considerable experience of the field of audio visual media and/or computerised technology and their application to design and the arts. The Director of Studies - Management should have considerable experience of the field of business marketing and management techniques and their application to design and the arts.

Applications will be considered from candidates with a commercial, industrial or academic background.

Further details and application forms (s.a.e. please) available from the Registrar at the College, Brampton Road, Carlisle, Cumbria, CA3 9AY, tel. (0228) 26333, to whom completed forms should be returned by 21 May 1984. (14630)

Inner London Education Authority
Central School of Art and Design
Southampton Row,
London WC1B 4AP
Telephone: 01 405 1825

Liberal Studies Department

Required from September 1984:

(i) 0.5 SENIOR LECTURER IN THE HISTORY OF ART & DESIGN
(ii) 0.5 SENIOR LECTURER IN SOCIAL STUDIES

Salary pro-rata £10,683 – £13,332 (bar) – £13,443 plus £987 Inner London Allowances.

Further details and application forms from the Head of the School. Forms should be returned within 14 days.

ILEA is an equal opportunities employer. H9

Stourbridge College of Technology and Art
Dudley Metropolitan Borough

LECTURER II IN GRAPHIC DESIGN

£7,215–£11,568 (threshold bar) £13,443 – in the Faculty of Art and Design for September. Applicants should be Graphic Designers/Lecturers with a broad range of design skills and an interest in developing computer aided graphics to teach on BTEC Higher Diploma Course in Graphic Design.

Application forms/details from Principal (ref. 7/P), Stourbridge College of Technology and Art, Hagley Road, Stourbridge, West Midlands (Postcode DA8). H

Further details and application forms from the Personnel Officer, Business & Technician Education Council, Central House, Upper Woburn Place, London WC1H 0HH. Tel: 01-388 3288.

Overseas

Technical Education Post
Seychelles Polytechnic

provides vocational education related to the economic needs of the Republic, for students who will have had a secondary education within the National Youth Service and at the Seychelles College. Applications are invited from suitably qualified candidates for the post of

Head of Department of Mathematics and Science

Duties: The successful candidate will be required to develop courses in mathematics and science and to teach mathematics as required; to develop assessment techniques; to order textbooks and equipment; to participate in staff and student selection.

Qualifications: Must be UK citizens with a British educational background, preferably aged 30–45; Honours Degree in Mathematics or Science subject; PGCE or equivalent; substantial FE teaching and administrative experience at a senior level. Language of instruction is English but knowledge of French an advantage.

Salary: A basic salary paid locally by the Government of Seychelles on a scale commencing at ca £7,600 plus a tax free supplement paid by the British Government under its aid programme on a scale commencing at ca £7,700 (single rate) or £10,700 (married rate).

Contract: The contract will be with the Government of Seychelles for an initial tour of two years, preferably starting as soon as possible but by September 1984 latest.

Closing Date for Applications: 18 May 1984.

References: 84 K 18 TH

For further details and an application form, please write, quoting the post reference number to:-
Overseas Educational Appointments Department,
The British Council,
90–91 Tottenham Court Road,
London W1P 0DT

THE BRITISH COUNCIL

Colleges of Higher Education cont

Cambridgeshire College of Arts and Technology

Required from September 1984:

LECTURER I IN LAW

To join small law team teaching a wide range of courses. Interest and expertise in the area of Property, Equity and Trusts required. Research, publications and course development activity sought. Candidates should hold an Honours Degree in Law, preferably with a professional qualification in Law or a higher degree. Teaching or professional experience would be an advantage.

LECTURER I IN SOCIOLOGY

(Temporary one year appointment)

Teaching will include 'A' level Sociology, Degree level Social Structure of Industrial Societies (first year) and final year Stratification Theory. Candidates should hold an Honours Degree in Sociology, preferably with a Higher Degree. Teaching experience, either full or part-time, preferably including degree level, would be an advantage.

Salary Scale for both posts £3,649–£9,735 (under review). Point of starting salary according to qualifications and experience.

Details and forms, to be returned by 21st May, from Head of Department of Management and Business Studies, CCAT, East Road, Cambridge CB1 1PT. Tel: (0223) 358288. H8

West Sussex Institute of Higher Education

Human Movement Studies Section

TWO LECTURER II POSTS

(Burnham FE LII, £7,215–£10,683)

Applications are invited from well-qualified Sociology graduates to teach on the BA Sports Studies and Physical Education B.Ed degrees. Expertise is required in Psychology and Social Psychology of Physical Education and Sport, together with one or all of Gymnastics, Swimming and Netball. Experience of coaching experience is essential.

Both posts are temporary appointments for 2 years from 1st September, 1984.

Further details and application forms from the Director's Secretary, West Sussex Institute of Higher Education, The Dome, Upper Bognor Road, Bognor Regis, West Sussex PO21 1HR.

Closing date 15th May, 1984. H7

Cambridgeshire College of Arts and Technology

Required from September 1984

LECTURER I IN GEOGRAPHY

to teach mainly physical geography at A2/A and CCE 'A' levels. Candidates should hold an Honours degree in Geography with specialisation in at least one of the systematic branches of physical geography.

A higher degree and/or teaching experience would be an advantage.

Salary scale £5649 – £9758 (under review). Starting point according to qualifications and experience.

Details and forms to be returned by May 25th 1984 from the Head of the Department of Humanities, CCAT, East Road, Cambridge CB1 1PT. Telephone: (0223) 358288. H8

Overseas continued

McGILL UNIVERSITY
Architecture/Art History

Search Re-Opened

McGill University invites applications for appointment to the newly established Saidye Rosner Bronfman Chair in Architectural History. The appointment is to be held jointly in the Department of Art History in the Faculty of Arts and in the School of Architecture in the Faculty of Engineering. The successful candidate will hold a Ph.D. or have equivalent qualifications, will be a scholar with major publications, and have established an international reputation as an architectural historian and critic. For this chair, the University is seeking an individual who has broad experience in teaching and who will attract graduate students and direct their research, working closely with the Master's and Ph.D. programs and utilizing the unique resources of the Canadian Centre for Architecture. Fluency in French as well as English will be an asset. This tenurable position is at the rank of full professor and will be tenable from June 1 1985. Salary is negotiable depending on academic qualifications and experience. Interested candidates should send a detailed resumé and the names of three referees before July 31, 1984 to:

Dr. S. O. Freedman, Vice-Principal (Academic)
McGill University,
F. Cyril James Building, Room 504,
845 Sherbrooke Street West,
Montreal, Quebec
CANADA H3A 2T5 (14638)

PRINCIPAL
MANANGA AGRICULTURAL MANAGEMENT CENTRE

Arising from its wide experience in establishing, financing and managing agricultural schemes in Third World countries, the Commonwealth Development Corporation (CDC) established Mananga in 1972 to provide management training in agriculture, rather than teaching agricultural science. The Centre occupies an attractive campus 300m above sea level in Swaziland. Since its opening more than 1200 students have undertaken programmes at the Centre, from 42 countries.

Applications are invited from suitably qualified candidates for the position of Principal. Candidates are likely to be aged 43-53 with an authoritative knowledge of the economics of agricultural development and business management training. They should be experienced administrators with, desirably, an ability to promote the activities of Mananga to Governments, Aid Agencies and Commercial organisations operating in this field of activity. Expatriate conditions of employment will be most attractive. The post is pensionable and offers such fringe benefits as educational allowances for dependent children, furnished housing at a low rental and generous home leave arrangements. Applicants should write to Mr. Christopher Garfit, who is advising CDC on the appointment, enclosing a detailed CV by not later than 30th May at:—

D. BRYAN ANDREWS ASSOCIATES
St. Martin's House, 29 Ludgate Hill, London EC4M 7BQ.
(Tel: 01-248 8033. Telex: 261000)

Scholarships

The Australian National University

SCHOLARSHIPS FOR Ph.D DEGREE COURSES

Persons who hold, or expect to hold, a bachelor degree with at least upper second-class honours or equivalent from a recognised University and who have a capacity for research are invited to apply for Australian National University Ph.D Scholarships, tenable over a wide range of subjects in the Humanities and the Physical, Medical, Chemical, Biological, Earth and Social Sciences. Scholarships are available in any of the departments or units of the Institute of Advanced Studies which consists of Research Schools of Physical Sciences, Biological Sciences, Social Sciences, Pacific Studies, Chemistry, Earth Sciences and the John Curtin School of Medical Research of the Faculty of Arts, Asian Studies, Economics and Commerce, Law and Science; or in one of the University Centres.

Scholarship Benefits. The basic stipend payable is A$6,643 per annum (tax free) with additional allowances for dependents and housing assistance for married scholars. In addition, return economy class standard air fares and a grant towards removal expenses are normally provided. (The latter will not be provided for Australian citizens or persons who are eligible for Commonwealth Government Research Awards.)

Tenure. Scholarships are normally tenable for three years and may be taken up at any time of the year.

There is no set closing date, but applicants (from outside Australia) are advised to apply at least six months before they would be available to take up a scholarship, if offered.

Full particulars and application forms are available from the Registrar, The Australian National University, GPO Box 4, Canberra, ACT, Australia 2601. Commonwealth Universities Appointments Centre, 36 Gordon Square, London WC1H 0PF H33

Posts Overseas

THE BRITISH COUNCIL

Kuwait

Department of English,
Faculty of Arts
Kuwait University

Post 1: 7 English Language Instructors

Post 2: 3 Lecturers or Assistant Professors or Professors of Applied Linguistics

Post 3: 1 Lecturer or Assistant Professor or Professor of Classics

Post 4: 1 Lecturer or Assistant Professor or Professor of Drama (Shakespeare)

Duties: Post 1: to teach English to post-secondary students in preparation for advanced courses in Literature and Linguistics; to participate in setting examinations and other duties assigned by the department. Post 2: to lecture in Applied Linguistics, to set examinations and to sit on committees. Post 3: to teach Greek mythology and poetry including Homer's Iliad and Odyssey, and to give an introduction to the Latin language and the intellectual and literary use of Latin in post-Roman European science, education and church. Post 4: to teach drama especially Shakespeare and the poets of the Elizabethan age.

Qualifications: Candidates, male or female, should be native speakers of English. In addition, Post 1 candidates should hold BA English, either MA in TEFL, Applied or General Linguistics, and 3 years' teaching experience at university level, or MA in English Literature with at least 1 year's EFL teaching experience at university level; age 25–35 preferred. Posts 2, 3, 4: candidates must have PhD and for lecturer minimum of 2 years' teaching experience at university after gaining their PhD and one published academic paper; for Assistant Professor 5 years' teaching experience and four published academic papers; for Professor at least 10 years' teaching experience and a publication and research record. Posts 3 and 4: previous experience in an English Department of an overseas university would be an advantage. All Posts: proficiency in at least one European language desirable.

Salary: Post 1: KD 4,350–KD 5,205 per annum (£1 = KD 0.420 approximately) Posts 2, 3, 4: Lecturer KD 8,160–KD 10,080 per annum, Assistant Professor KD 10,500–KD 12,420 per annum, Professor KD 12,840 to KD 14,760 per annum. All salaries include professional allowance.

Benefits: Free furnished accommodation, terminal gratuity, free medical services; annual passage-paid leave for postholder, spouse and up to 3 dependent children under the age of 20.

Contract: One year local contract, renewable, guaranteed by the British Council, commencing 1 September 1984.

Closing date for completed application forms: 15 May 1984.

References: 84 A 51–62 TH.

For further details and an application form, please write, quoting the post reference number to: Overseas Educational Appointments Department, The British Council, 90–91 Tottenham Court Road, London W1P 0DT.

THE BRITISH COUNCIL

SYDNEY, AUSTRALIA
THE NEW SOUTH WALES INSTITUTE OF TECHNOLOGY
SCHOOL OF CHEMICAL AND EARTH SCIENCES

Equal Employment Opportunity is Institute Policy

LECTURESHIP IN CHEMISTRY

The new South Wales Institute of Technology is established to provide a wide range of courses for those entering or already employed in industry, Commerce and Government and to undertake research. The teaching and research activities of the Institute are carried on in seven faculties with a total enrolment of some 8,700 students in more than 28 major undergraduate courses

Applications are invited for the position of Lecturer within the Department of Chemistry of the School of Chemical and Earth Sciences. The school offers a four year bachelor degree which includes a one year industrial component, and higher degrees by research.

The Department of Chemistry has 19 academic staff whose research interests include Mechanistic Organic Chemistry, Spectroscopy, Colloid and Surface Chemistry, Electrochemistry, Corrosion, Environmental Chemistry and Computer Assisted Learning.

Applicants are sought with a doctoral degree who are qualified to teach Inorganic Chemistry

A research interest in the field of Solid State Inorganic Chemistry is preferred, possibly in the general area of surface processes such as Corrosion, Oxidation, Heterogeneous Catalysis. A commitment to Industrially Oriented Research may be an advantage. The position is, however, not restricted to these fields.

Commencing salary will be in the range of (A)$23,394–(A)$30,734 per annum (under review).

The president of the Institute will be in London during the second week of July 1984 for selected interviews.

CONDITIONS OF APPOINTMENT

Fares and a contribution toward removal expenses are provided for overseas appointees. A housing loan scheme is also available. With consent of council, academic staff are permitted to undertake limited consulting work.

Applications should include full details of academic and professional background. The names and addresses of three referees, from whom confidential reports may be obtained, should be included. In reply please quote reference No: 04/079. Applications close 22rd May 1984.

Details of conditions of employment and further information regarding this position can be obtained from:

Official Secretary
NSW Government Office
66 Strand, LONDON WC2N 6LZ (14736)

RHODES UNIVERSITY
GRAHAMSTOWN — SOUTH AFRICA

Institute of Social and Economic Research

Research Fellowship

The University Fellowship, tenable at the Institute, is offered for the calendar year 1985 or for the period July 1985 to June 1986.

The Fellow will be required to engage in full-time research in any field within the broad range of the Social Sciences, though preference will be given to a mature scholar from outside South Africa whose research relates to Southern Africa (and in particular to Transkei, Ciskei and the Eastern Cape).

In fields such as African Languages, Anthropology, Development Studies, Economics, Ethnomusicology, Folklore, Education, History, Human or Economic Geography, Politics, Psychology or Sociology. Consideration will not normally be given to candidates engaged in studies for a higher degree.

The emoluments of the Fellowship at present are at the rate of R17,600 per annum*. The Fellowship may be awarded on a pro rata basis for shorter periods of time if necessary.

Full personal and career details should be submitted to the Director, Institute of Social and Economic Research, Rhodes University, Grahamstown, 6140, Republic of South Africa.

*£1=R1.79 approx.